

العربية بالراديو

ARABIC BY RADIO

ج ١ و ٢ إنجليزي

اتحاد الإذاعة والتلفزيون

الكتاب الثاني

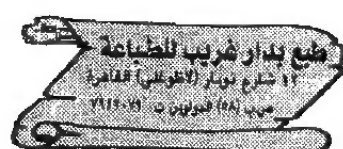
Lessons 52 - 79

الدروس ٥٢ - ٧٩

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Book Two

THE ARAB REPUBLIC OF EGYPT BROADCASTING CORPORATION



THE ARAB REPUBLIC OF EGYPT BROADCASTING CORPORATION

العَرَبِيَّةُ بِالرَّادِيُو

ARABIC BY RADIO

BOOK TWO - PART 1

القاهرة

Cairo

2003

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مقدمة الكتاب الثاني

تعلمت في الكتاب الأول طرفاً من أساليب اللغة العربية، وألمت ببعض مفرداتها، ولاحظت أننا توخينا فيما عرضناه عليك من أساليب ومفردات أنها مما يجرى على ألسنة المتعلمين من العرب في حياتهم اليومية. وكان غرضنا من هذا الكتاب أن نقدم إليك صورة عامة للغة العربية الحديثة، فلم نخض في التفاصيل النحوية، ولم نورد من المفردات إلا ما هو سهل اللفظ قريب المعنى؛ ذلك لأن هدفنا هو أن نساعدك على التمكن من فهم العربية السهلة إذا قرأتها مكتوبة أو سمعتها ملفوظة، وأن نعينك على كتابة بعض الألفاظ والأساليب الشائعة الاستعمال في الحياة اليومية.

والآن نريد في هذا الكتاب بأجزائه الأربعة* أن نعرض عليك القواعد النحوية الأساسية للغة العربية في نسق متصل ومنهج متماسك، وأن نزيد ثروتك اللغوية زيادة كبيرة، فنتمكن من التعمق في فهم العربية ومن كتابة بعض الجمل العربية المركبة. وفي سبيل هذه الغاية راعينا أن تكون الدروس متنوعة الموضوعات حتى يكون هناك مجال فسيح للمفردات اللغوية، ولكن دون أن نبتعد عن شئون الحياة اليومية. وفي سبيل هذه الغاية أيضاً راعينا أن يخصص كل درس لدراسة موضوع نحوي معين؛ وذلك في نطاق منهج نحوي عام وضعناه منذ البداية، فيكون كل درس مكملًا للدرس السابق وممهّدًا للدرس اللاحق.

ونحب أن نلفت نظرك إلى أننا قسمنا كل درس إلى ثلاثة أجزاء: مادة القراءة، والملاحظات النحوية، والتمرينات. وموضوع مادة القراءة هو عنوان الدرس، وتجده دائماً في رأس كل درس. وقد راعينا في مادة القراءة هذه البساطة والسهولة والقصد المباشر إلى القاعدة النحوية التي نريدها من الدرس. وهذه القاعدة النحوية هي مادة الملاحظات النحوية التي تأتي عقب ذلك. ومنهجنا في هذه الملاحظات النحوية هو أن نورد بعض الأمثلة من مادة القراءة، ثم نبين ما تنطوي عليه من قواعد نحوية. وقد أردنا أن تلم بعض الإلمام بالمصطلحات النحوية العربية؛ ولذلك أوردنا منها ما نعتقد أنه نافع لك في هذه المرحلة. وتأتي التمرينات في آخر الدرس، وهي مستقاة أولاً من مادة القراءة الخاصة بالدرس، ثم من الدروس التي مرت بك في الكتاب الأول؛ ولهذا أحلناك في بعض هذه التمرينات إلى دروس معينة في الكتاب الأول لترجع إليها.

يبدأ هذا الكتاب بالدرس الثاني والخميس، لأنه استكمال للكتاب الأول.

وقد التزمنا في هذا الكتاب ضبط كل كلمة ضبطاً كاملاً (سواء أكانت في مادة القواعد أم في الملاحظات النحوية أم في التمرينات) . أما الكتابة الصوتية فقد التزمناها في مادة القراءة فقط ، وأسقطناها في الملاحظات النحوية والتمرينات لأنها تشتمل على ألفاظ مرت بك فعلاً إما في الدرس نفسه وإما في الكتاب الأول . فلا حاجة بك إلى الكتابة الصوتية الخاصة بها . هذا إلى أننا نريد أن نعتاد قراءة الكلمات العربية مستعينا بالحركات وحدها دون أن نعتمد على الكتابة الصوتية ، فالحركات العربية كفيّلة بأن ترشدك إلى النطق الصحيح . ولا تنس أن الاستماع الدقيق إلى المذيع العربي ، والتدريب على محاكاته هما خير سبيل إلى القراءة الصحيحة ، والنطق السليم .

ولهذا رأينا أن نسقط الكتابة الصوتية من الجزئين الثالث والرابع ، مكتفين بضبط كل كلمة ضبطاً كاملاً . وقد ساعدناك بالكتابة الصوتية في ستة أجزاء كاملة (الأجزاء الأربعة التي يتكون منها الكتاب الأول . والجزءان الأول والثاني من الكتاب الحالي) ، وعليك في الجزئين الباقيين (الجزئين الثالث والرابع من الكتاب الحالي) أن تعتمد على نفسك في قراءة الكلمات العربية مستعيناً بالحركات وبأداء المذيع العربي .

وتجد في أول كل جزء من أجزاء هذا الكتاب فهرساً يشتمل على رقم الدرس ، ورقم صفحته ، وعنوانه ، والموضوع النحوي الذي يتناوله . وفي آخر كل جزء قاموس أبجدي للكلمات الجديدة التي وردت فيه مع الترجمة الإنجليزية لكل كلمة . وقد ضبطنا كل كلمة من هذه الكلمات ضبطاً كاملاً ، فأغنيناك عن كتابها الصوتية . وستلاحظ أننا أوردنا الأسماء وهي في حالة الرفع إلا إذا كانت مثناة أو مجموعة جمع مذكر سالماً فقد أثبتناها بصورها التي وردت فعلاً في الدروس . والتزمنا إسقاط أداة التعريف إلا في الحالات التي تتغير فيها صورة الكلمة عند حذف أداة التعريف منها .

والله ولي التوفيق .

INTRODUCTION

In *Book One* you were shown some patterns of the Arabic language and given some of its vocabulary. These patterns and words were selected from those used by educated Arabs in their daily life.

Since the ultimate aim of *Book One* was to give you a general picture of modern classical Arabic, the authors did not indulge in grammatical details and gave only those words thought to be relatively easy in pronunciation and meaning. Their intention was to help you acquire the ability to pronounce, read and write common Arabic expressions and sentences.

The aim of *Book Two*, with its four parts*, however, is to give you the essential rules of Arabic grammar in a coherent system and to enrich your vocabulary, so that you may be able to understand Arabic more deeply and write more complex sentences. To fulfil this aim, the authors have made the lessons varied enough to help you accumulate as many words as possible but without departing from everyday situations. Furthermore, each lesson is based on a specific grammatical subject which constitutes an integral part of the general grammar syllabus set in advance; thus, each lesson complements the lesson preceding it and prepares for the one following it.

Each lesson is divided into three parts: reading material, grammatical notes, and exercises. The subject of the reading material is always indicated by the title at the top of each lesson. The reading material is lucid and simple and directly serves the grammatical subject dealt with. The reading material is followed by grammatical notes which explain the pertinent grammatical rules. The grammatical notes are based on examples selected from the reading material. As the authors of the book wish you to know a number of Arabic grammatical terms, they have mentioned those which are thought to be useful to you at this stage. The grammatical notes are followed by exercises based, first of all, on the reading material of the lesson concerned and, secondly, on previous lessons in *Book One* to which you are occasionally referred.

The authors would like to draw your attention to the fact that each word, be it in the reading material, in the grammatical notes or in the exercises, is given with complete diacritical marks (i.e. marks placed above or below the letters to indicate pronunciation). The use of phonetic transcription has been limited to the reading material, since the words used in the grammatical notes and the exercises have previously been transcribed. It is desirable that you should eventually get into the habit of reading Arabic with the help of diacritical marks alone. It must be noted, in this respect, that Arabic diacritics are clear and precise and, if closely observed, will lead you to accurate pronunciation. It must also be noted that careful listening to the announcer is the best way towards accurate pronunciation and correct reading.

* This book begins with lesson 52, being a continuation of *Book One* which ends with lesson 51.

The authors, therefore, thought it sound to drop the use of phonetic transcription in the third and fourth parts of this book, so that you may depend entirely on the complete diacritical marks carried by each word. You have been given the help of phonetic transcription in six complete parts (viz. the four parts of *Book One*, and the first and second parts of *Book Two*). In reading the language material contained in the third and fourth parts of this book, you will have to rely entirely upon the oral model given by the announcer and the diacritical marks reflecting it.

Each of the four parts of this book begins with a table of contents showing the number of each lesson, the number of the page on which it begins, its title and its grammatical subject. Each part ends with an alphabetical glossary of the words occurring in it; each Arabic word has complete diacritical marks and is accompanied by its English equivalent. Nouns are generally listed in the nominative case; duals and sound masculine plurals, however, are listed in the case they actually assume in the pertinent lessons. The definite article «ال» is not indicated except in those words which change form when the article is not prefixed to them.

الرَّمُوزُ الصَّوْنِيَّةُ

SOUND - SYMBOLS

| | | | |
|---|----|---|--------|
| q | ض | p | الهمزة |
| t | ط | b | ب |
| ʔ | ظ | t | ت |
| ʕ | ع | o | ث |
| g | غ | ʒ | ج |
| f | ف | h | ح |
| q | ق | x | خ |
| k | ك | d | د |
| l | ل | ð | ذ |
| m | م | r | ر |
| n | ن | z | ز |
| h | هـ | s | س |
| w | و | ʃ | ش |
| y | ي | ʂ | ص |

| | | |
|--------------------------|---------------------|------------------------------|
| | absence of vowel | السكون |
| short « a » | a | الفتحة |
| long « a » | aa | الفتحة الطويلة |
| P followed by long « a » | ʔaa | أ (الهمزة محركة بفتحة طويلة) |
| short « i » | i | الكسرة |
| long « i » | ii | الكسرة الطويلة |
| short « u » | u | الضمة |
| long « u » | uu | الضمة الطويلة |
| « a » with nunation | an | أ (الفتحة مع التنوين) |
| « i » with nunation | in | إ (الكسرة مع التنوين) |
| « u » with nunation | un | أ (الضمة مع التنوين) |
| doubling with « a » | | أ (الشدة مع الفتحة) |
| doubling with « i » | | إ (الشدة مع الكسرة) |
| doubling with « u » | | أ (الشدة مع الضمة) |
| doubling with « an » | | أ (الشدة مع الفتحة والتنوين) |
| doubling with « in » | | إ (الشدة مع الكسرة والتنوين) |
| doubling with « un » | | أ (الشدة مع الضمة والتنوين) |

الكتاب الثاني

الجزء الأول

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| تقسيم الاسم إلى مذكر ومؤنث | وسائل المواصلات | ١٣ | ٥٤ |
| (تابع) تقسيم الاسم إلى مذكر ومؤنث | الصحف | ١٩ | ٥٥ |
| أنواع الجموع | الشرطى | ٢٧ | ٥٦ |
| المتن | مباراة فى كرة القدم | ٣٣ | ٥٧ |
| مراجعة | حلوان | ٣٨ | ٥٨ |
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| الأسماء الموصولة | فى المسرح | ٦٦ | ٦٢ |
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BOOK TWO . PART ONE

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| Area | G.M.T | Local Time | Short Wave Lengths | REMARKS |
|--|-------|------------|--------------------|--|
| 1 - South & South East Asia | 13.10 | | S. W. L. | Lessons are broadcast as follows : |
| Pakistan | | 18.10 | 16 Ms | First Stage : on Sundays |
| Bangladesh | | 19.10 | or 17595 | and Tuesdays |
| Sri Lanka | | 18.40 | KH / Z | Second Stage : On Mondays |
| India Standard Time | | 18.40 | | and Wednesdays |
| Singapore & Malaysia | | 21.10 | | Third Stage : On Thursdays |
| Philippines | | 21.10 | | and Saturdays |
| 2 - East Central & South Africa | 18.07 | | S.W.L. | |
| Central & South Africa | | 20.07 | 19.Ms | |
| East Africa | | 21.07 | or 15255 | A fifteen-minute programme is broadcast on Fridays |
| | | | KH/Z | replying listeners' questions and queries and commenting on their letters. |
| 3 - Nigeria & West Africa | 21.00 | | S.W.L. | |
| Ghana & Sierra Leone | | 21.00 | 19 Ms | |
| Nigeria | | 22.00 | or 15375 | |
| | | | KH/Z. | |

Dear Listener

You are kindly requested, as a registered member of our course « Arabic by Radio » to adhere to the following instructions : —

- 1 - You have to quote down your file number in all your future correspondence with us
- 2 - If you change your permanent address, you are urged to let us know your new address as soon as possible in order to ensure delivery of our letters and publications to you .
- 3 - Answering the test papers is absolutely essential in order to continue the Course. Hence you have to answer the questions in the test papers sent to you for each stage & send them back in due time i. e two months after the completion of the lessons of each stage on air .

Those who fail to send back their test papers duly completed to our office in due time will be dropped from the list of our registered members thus terminating their membership. However, those who are unable to answer the test paper must inform us of their difficulties before expiry of the deadline for accepting the test papers concerned. Learning can surely be achieved through trial and error.

الدَّرْسُ الثَّانِي وَالْخَمْسُونَ

ʔaddarsu ʕaani waltamsuuna

Lesson Fifty Two



نَحْنُ نَسْتَمِيعُ وَنَتَعَلَّمُ

nahnu nastamiʕu wanataʕallamu

We Listen (in) and Learn.

أَحْضَرَ مَاجِدٌ كِتَابَهُ ،

ʔahdara maajidun kitaabahu
Maged brought his book,

وَجَلَسَ إِلَى مَكْتَبِهِ .

wajalasa ʔilaa maktabihi
and sat at his desk.

وَأَحْضَرَتْ فَاطِمَةُ كِتَابَهَا ،

waʔahdarat faatimatu kitaabahaa
And Fatimah brought her book,

وَجَلَسَتْ إِلَى مَكْتَبِهَا .

wajalasat ʔilaa maktabihaa
and sat at her desk.

فَتَحَ مَاجِدٌ كِتَابَهُ ،

fataha maajidun kitaabahu
Maged opened his book.

وَفَتَحَتْ فَاطِمَةُ كِتَابَهَا .

wafatahat faatimatu kitaabahaa
and Fatimah opened her book.

حَانَ مَوْعِدُ الدَّرْسِ .

haana mawʿidu ddarsi
It's time for the lesson.

مَاجِدٌ يَسْتَمِعُ إِلَى الرَّادْيُو ،

maajidun yastamiʿu Pila rraadyoo
Maged listens to the radio,

وَفَاطِمَةُ تَسْتَمِعُ إِلَى الرَّادْيُو .

wafaatimatu tastamiʿu Pila rraadyoo
and Fatimah listens to the radio.

الْمُعَلِّمُ يَنْطِقُ كَلِمَةً جَدِيدَةً ،

Palmuʿallimu yantiq kalimatan jadiidatan
The teacher pronounces a new word,

وَمَاجِدٌ يَنْطِقُ وَرَاءَهُ ،

wamaajidun yantiq waraaʿahu
and Maged repeats after him,

وَفَاطِمَةُ تَنْطِقُ وَرَاءَهُ .

wafaatimatu tantiq waraaʿahu
and Fatimah repeats after him.

الْمُعَلِّمُ يَقْرَأُ جُمْلَةً جَدِيدَةً ،

Palmuʿallimu yaqraʾu jumlatan jadiidatan
The teacher reads a new sentence,

وَمَا جِدُّ يَقْرَأُ وَرَاءَهُ ،

wamaajidun yaqraʔu waraaʔahu
and Maged reads after him.

وَفَاطِمَةُ تَقْرَأُ وَرَاءَهُ .

wafaatimatu taqraʔu waraaʔahu
and Fatimah reads after him.

تَقَدَّمَ الْمُعَلِّمُ فِي الدَّرْسِ .

taqaddama lmuʔallimu fi ddarsi
The teacher went on in the lesson.

نَطَقَ ، وَشَرَحَ ، وَقَرَأَ .

naṭaqa wašaraḥa waqaraʔa
He pronounced, explained and read.

نَطَقَ الْكَلِمَاتِ الْجَدِيدَةَ ، وَشَرَحَ مَعْنَاهَا ، وَقَرَأَ الْجُمْلَ .

naṭaqa lkalimaati ljadiidata wašaraḥa maʕnaahaa waqaraʔa ljumala
He pronounced the new words, explained their meanings and read the sentences.

وَأَسْتَمَعَ مَا جِدُّ ، وَنَطَقَ ، وَقَرَأَ .

wastamaʕa maajidun wanataqa waqaraʔa
And Maged listened, pronounced and read.

وَأَسْتَمَعْتُ فَاطِمَةَ ، وَنَطَقْتُ ، وَقَرَأْتُ .

wastamaʕat faatimatu wanataqat waqaraʔat
And Fatimah listened, pronounced and read.

ثُمَّ انْتَهَى الدَّرْسُ .

umma ntaha ddarsu
Then the lesson came to an end.

رَاجَعَ مَا جِدُّ الدَّرْسَ .

raajaʕa maajidunu ddarsa
Maged revised the lesson.

نَظَرَ فِي الْكِتَابِ وَقَرَأَ الْجُمْلَ

naḍara fi lkitaabi waqaraʔa ljumala
He looked in the book and read the sentences.

ثُمَّ أَخَذَ الْقَلَمَ وَكَتَبَ التَّمْرِينَاتِ .

summa ʔaxaḏa lqalama wakataba ttamriinaati
Then he took the pencil and wrote the exercises.

ثُمَّ نَادَى فَاطِمَةَ وَقَالَ :

summa naadaa faatimata waqaala
Then he called Fatimah and said (to her),

أَنَا رَاجَعْتُ الدَّرْسَ وَكَتَبْتُ التَّمْرِينَاتِ .

ʔanaa raajaʔtu ddarsa wakatabtu ttamriinaati
“I have revised the lesson and written the exercises.”

وَقَالَتْ فَاطِمَةُ :

waqaalat faatimatu
And Fatimah said,

وَأَنَا رَاجَعْتُ الدَّرْسَ وَكَتَبْتُ التَّمْرِينَاتِ .

waʔanaa raajaʔtu ddarsa wakatabtu ttamriinaati
“And I have revised the lesson and written the exercises.”

أَنْتَ تَسْتَمِعُ إِلَى الرَّادْيُو وَتَتَعَلَّمُ .

ʔanta tastamiʔu ʔila rraadyoo watataʔallamu
You listen to the radio and learn.

وَأَنَا أَسْتَمِعُ إِلَى الرَّادْيُو وَأَتَعَلَّمُ .

waʔanaa ʔastamiʔu ʔila rraadyoo waʔataʔallamu
And I listen to the radio and learn.

نَحْنُ نَتَعَلَّمُ اللُّغَةَ الْعَرَبِيَّةَ مِنَ الرَّادْيُو .

nahnu nataʔallamu lʔugata lʔarabiyyata mina rraadyoo
We learn the Arabic Language by radio.”

GRAMMATICAL NOTES

الملاحظات النحوية

Read the following words:

| | | | |
|------------|------------|----------|---------|
| faatimatu | فَاطِمَةُ | maajidun | مَاجِدٌ |
| ʔalkitaabu | الْكِتَابُ | kitaabun | كِتَابٌ |
| ʔaddarsu | الدَّرْسُ | darsun | دَرْسٌ |

Note that each of these words denotes a person or a thing and is called a NOUN « اِسْمٌ ».

Note also that, in Arabic, a noun is identified by the suffix « nunation » or the prefix « ʔal ». Nunation occurs at the end of a noun and indicates that it is indefinite. « ʔal » (the definite article) occurs at the beginning of a noun and indicates that it is definite.

Note that in the word ʔaddarsu الدَّرْسُ the definite article ʔal occurs in its assimilated form.

Read the following words:

اقرأ الكلمات الآتية :

| | | | |
|-----------|------------|-----------|------------|
| fataha | فَتَحَ | jalasa | جَلَسَ |
| ʔaraha | شَرَحَ | naṭaqa | نَطَقَ |
| | | qaraʔa | قَرَأَ |
| taṣṭamiʕu | تَسْتَمِعُ | yastamiʕu | يَسْتَمِعُ |
| tanṭiqu | تَنْطِقُ | yantiqu | يَنْطِقُ |
| taqraʔu | تَقْرَأُ | yaqraʔu | يَقْرَأُ |

Note that each of these words indicates an action either past or present-future and is called a VERB « فِعْلٌ ».

Read the following words:

اقْرَأِ الْكَلِمَاتِ الْآتِيَةَ :

fii

فِي

ʔilaa

إِلَى

wa

وَ

min

مِنْ

ʔumma

ثُمَّ

Note that each of these words cannot function as a noun or verb and that it acquires its meaning only when related to other words. Such a word is called a **PARTICLE** « حَرْفٌ ».

Thus a word, in Arabic, is either a noun **إِسْمٌ**, a verb **فِعْلٌ** or a particle **حَرْفٌ**.

EXERCISES

تمارين

1. Underline the nouns in the following words:

أَحْضَرَ - كَلِمَةٌ - الْمُعَلِّمُ - وَرَاءَ - تَنْطِقُ - جُمْلَةٌ .

2. Underline the verbs in the following words:

الْجُمْلُ - انْتَهَى - الْكَلِمَاتُ - اسْتَمَعَ - رَاجَعَ - اللُّغَةُ .

3. Classify the words in the following sentences into verbs, nouns and particles:

أَحْضَرَ مَا جِدَّ الْكِتَابَ ، وَجَلَسَ إِلَى مَكْتَبِهِ .
نَتَعَلَّمُ اللُّغَةَ الْعَرَبِيَّةَ مِنَ الرَّادِيُو .

4. Supply three more examples of each of the following parts of speech:

| a particle | حَرْفٌ | a verb | فِعْلٌ | a noun | إِسْمٌ |
|------------|--------|--------|--------|--------|------------|
| | إِلَى | | قَالَ | | الْكِتَابُ |
| | ... | | ... | | ... |
| | ... | | ... | | ... |
| | ... | | ... | | ... |

الدَّرْسُ الثَّالِثُ وَالْخَمْسُونَ
ʔaddarsu ʕeəəaliəu walxamsuuna
Lesson Fifty Three



تَعَلَّمِ النُّطْقَ الصَّحِيحَ
taʕallami nnuṭqa ʕṣaḥiḥa
Learn Correct Pronunciation.

قَالَتْ فَاطِمَةُ لِمَاجِدٍ :

qaalat faatimatu limaajidin
Fatimah said to Maged;

سَمِعْنَا الدَّرْسَ وَرَاجَعْنَاهُ وَكَتَبْنَا التَّمْرِينَاتِ .

samiʕna ʔdarsa waraajaʕnaahu wakatabna ttamriinaati
“We have listened to the lesson, revised it and written the exercises.

أَعِذْ نُطْقَ الْكَلِمَاتِ .

ʔaʕid nuṭqa ʔkalimaati
Pronounce the words again.

أَنْتَ تَنْطِقُ وَأَنَا أَسْمَعُ .

ʔanta tantiqu waʔanaa ʔasmaʕu
You pronounce and I listen.

أَرْجُو أَنْ تُحَسِّنَ النُّطْقَ .

ʔarjuu ʔan tuhsina nnutqa
I hope you pronounce well."

مَا جِدُّ يَنْطِقُ وَفَاطِمَةُ تَسْتَمِيعُ .

maajidun yantiq u wafaatimatu tastamiʕu
Maged pronounces and Fatimah listens.

فَاطِمَةُ تَقُولُ :

faatimatu taquulu
Fatimah says;

اِنْطِقِ الْكَلِمَةَ مَرَّةً أُخْرَى .

ʔintiʕi lkalimata marratan ʔuxraa
"Pronounce the word once more.

الْنُّطْقُ خَطَأٌ .

ʔannutqu xataʔun
The pronunciation is incorrect."

مَا جِدُّ يَقُولُ :

maajidun yaquulu
Maged says,

أَنَا سَمِعْتُ هَذَا النُّطْقَ .

ʔanaa samiʕtu haada nnutqa
"I have heard this pronunciation (before)."

فَاطِمَةُ تَقُولُ :

faatimatu taquulu
Fatimah says,

وَأَنَا سَمِعْتُهُ أَيْضًا .

waʔanaa samiʕtuhu ʔaydan
"I have heard it, too."

اقْرَأِ الْكَلِمَةَ مِنَ الْكِتَابِ .

ʔiqraʔi lkalimata mina lkitaaʔi
Read the word from the book.*

مَا جِدُّ يُرَاجِعُ النُّطْقَ وَيَعْرِفُ الْخَطَأَ .

maajidun yuraajiʔu nnuṭqa wayaʔrifu lxaṭaʔa
Maged checks the pronunciation (of the word) and finds out the error.

مَا جِدُّ يَشْكُرُ فَاطِمَةَ وَيَقُولُ :

maajidun yaʃkuru faatimata wayaquulu
Maged thanks Fatimah and says,

يَجِبُ أَنْ تُرَاجِعَ النُّطْقَ . اِنْطِقِي مَعِيَ .

yajibu ʔan nuraajiʔa nnuṭqa ʔintiqi maʔii
We should revise the pronunciation. Let's pronounce together.

مَا جِدُّ يَنْطِقُ وَفَاطِمَةُ تَنْطِقُ مَعَهُ .

maajidun yanṭiqu wafaatimatu tantiqu maʔahu
Maged pronounces and Fatimah pronounces, too.

أَتَمَّ مَا جِدُّ وَفَاطِمَةُ الْقِرَاءَةَ .

ʔatamma maajidun wafaatimatu lqiraaʔata
Maged and Fatimah have finished reading.

تَعَلَّمَ مَا جِدُّ وَفَاطِمَةُ النُّطْقَ الصَّحِيحَ .

taʔallama maajidun wafaatimatu nnuṭqa ʔsaḥiiha
Maged and Fatimah have learnt the correct pronunciation.

الملاحظات النحوية

A. Read the following words:

اقْرَأُ الْكَلِمَاتِ الْآتِيَةَ :

sami'a

سَمِعَ

qaala

قَالَ

kataba

كَتَبَ

nataqa

نَطَقَ

Note that each of these words is a verb denoting an action that took place in the past.

It is called the past tense verb « **الفعل الماضي** ».

B. Read the following words:

اقْرَأُ الْكَلِمَاتِ الْآتِيَةَ :

nuraaji'u

نُرَاجِعُ

Pasma'u

أَسْمَعُ

taquulu

تَقُولُ

yantiqu

يَنْطِقُ

Each of these words is a verb that denotes an action in the present or the future.

It is called the present tense verb « **الفعل المضارع** ».

Note that the present tense begins by one of these letters:

أ - ن - ي - ت

C. Read the following words:

اقْرَأُ الْكَلِمَاتِ الْآتِيَةَ :

ʔintiq

اِنْطِقْ

ʔaʔid

اَعِدْ

ʔiqraʔ

اقْرَأْ

Each of these words is a verb that expresses a request or gives an order.

It is called the imperative « **فعل الأمر** ».

Thus the verb, in Arabic, is either *past*, *present* or *imperative*.

EXERCISES

تَمَرِّنَات

1. Indicate the verb in each of the following sentences. Then state whether it is past, present or imperative.

- (١) ظَهَرَ الْفَجْرُ .
 (٢) الْمَوْذُنُ يَذْهَبُ إِلَى الْجَامِعِ .
 (٣) مَحْمُودٌ قَامَ مِنَ النَّوْمِ .
 (٤) قَالَ مَحْمُودٌ لِأَخِيهِ :
 (٥) قُمْ وَصَلْ مَعِيَ .

2. Fill in each of the following spaces with one of the verbs contained in the frame:

نَذْهَبُ - أَنْظُرِي - أُرِيدُ - نَرْجِعُ - شَاهَدْتُ

- (١) أَنَا رُؤْيَا الطُّيُورِ .
 (٢) نَحْنُ الْآنَ إِلَى مَكَانِ الطُّيُورِ .
 (٣) يَا نِهَادُ إِلَى هَذِهِ الْبَطَّةِ .
 (٤) نِهَادُ الطُّيُورِ .
 (٥) هِيَ إِلَى الْبَيْتِ .

3. Form four sentences using a noun from List (A) with a suitable verb from List (B):

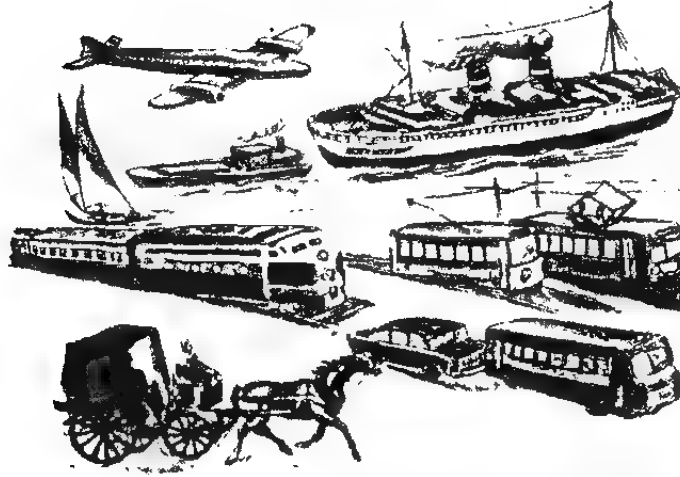
| | | | |
|-----|--|-----|---|
| (B) | { يَبِيعُ حَرَثُ يَجْلِسُ سَبَحَتْ | (A) | { سَالِمُ الْخَضِرِيُّ الْبَطَّةُ الْقَلَّاحُ |
| | | | |
| | | | |
| | | | |

4. Fill in the blanks with suitable verbs:

- (١) مَاجِدُ يَنْطِقُ ، وَفَاطِمَةُ
 (٢) يَا مَاجِدُ الْكَلِمَةَ مَرَّةً أُخْرَى .
 (٣) مَاجِدُ يَقُولُ : أَنَا هَذَا النُّطْقَ .
 (٤) مَاجِدُ وَفَاطِمَةُ النُّطْقَ الصَّحِيحَ .

الدَّرْسُ الرَّابِعُ وَالْخَمْسُونَ

Ṣaddarsu rraabiṣu walḥamsuuna
Lesson Fifty Four



وَسَائِلُ الْمَوَاصِلَاتِ

wasaaṣilu lmuwaasalaati
Means of Communication

أَحْمَدُ يَعْيشُ فِي الْقَرْيَةِ .

Ṣahmadu yaʿīṣu fī lqaryati
Ahmad lives in the village.



مَدْرَسَةُ أَحْمَدَ بَعِيدَةٌ عَنِ الْقَرْيَةِ .

madrasatu Ṣahmada baʿīdatun ʿani lqaryati
Ahmad's school is far from the village.

أَحْمَدُ يَرْكَبُ الدَّرَاجَةَ ، وَيَذْهَبُ إِلَى
الْمَدْرَسَةِ .

Ṣahmadu yarkabu dḍarraajata
wayaḏhabu ṣila lmadrasati

Ahmad rides the bicycle and goes to
school.

وَالِدُ أَحْمَدَ قَالَ لَهُ :

waalidu ʔahmada qaala lahu
Ahmad's father said to him,

سَتَزُورُ عَمَّكَ فِي الْقَاهِرَةِ .

satazuuru ʕammaka. fi lqaahirati
"You will visit your uncle in Cairo."

أَحْمَدُ مَسْرُورٌ بِزِيَارَةِ عَمِّهِ سَالِمٍ .

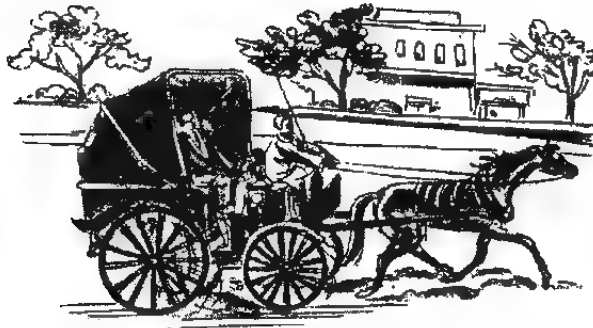
ʔahmadu masruurun biziyaarati ʕammihi saalimin
Ahmad is happy to visit his uncle Salim.

وَأُخْتُهُ سُعَادُ مَسْرُورَةٌ أَيْضًا .

waʔuxtuḥu suʕaadu masruuratun ʔayḍan
And his sister Suad is happy, too.

الْأُسْرَةُ رَكِبَتْ عَرَبَةً .

ʔalʔusraṭu rakibat ʕarabatan
The family got in a carriage.



الْعَرَبَةُ يَجْرِهَا حِصَانٌ قَوِيٌّ .

PalSarabatu yajurruhaa hisaanun qawiyyun
The carriage is drawn by a strong horse.

الْعَرَبَةُ وَصَلَتْ إِلَى الْمَحْطَةِ .

PalSarabatu wasalat Pila Imahattati
The carriage arrived at the (railway) station

الْأُسْرَةُ رَكِبَتِ الْقِطَارَ .

PalPusratu rakibati Iqitaara
The family got on the train.

الْقِطَارُ سَرِيعٌ .

Palqitaaru sariifun
It is an express train.

الْقِطَارُ وَصَلَ إِلَى الْقَاهِرَةِ .

Palqitaaru wasala Pila Iqahirati
The train arrived in Cairo.

الْأُسْرَةُ رَكِبَتِ سَيَّارَةً إِلَى مَنْزِلِ سَالِمٍ .

PalPusratu rakibat sayyaaratan Pilaa manzili saalimin
The family took a car to Salim's house.

السَّيَّارَةُ تَسِيرُ فِي شَوَارِعِ الْقَاهِرَةِ .

Passayyaaratu tasiiru fi Šawaariŋi Iqahirati
The car runs in Cairo streets.

أَحْمَدُ شَاهَدَ فِي الشَّوَارِعِ :

Palhamadu šaahada fi Šawaariŋi
In the streets Ahmad saw:

الْتَرَامَ - وَالْمِتْرُو - وَالْأَتُوبِيسَ .

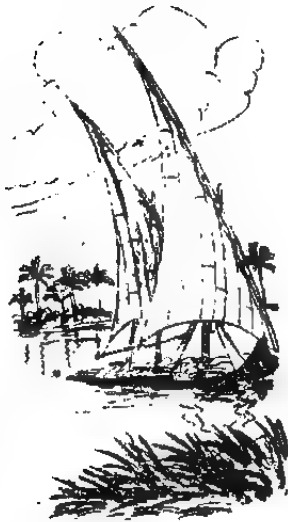
Pattiraama walmetroo walPotoobiisa
The tram, the metro and the bus.

السَّيَّارَةُ وَصَلَتْ إِلَى مَنْزِلِ سَالِمٍ .

Passayyaaratu waṣalat Pīlāa manzili saalimin
The car arrived at Salim's house.

مَنْزِلُ سَالِمٍ عَلَى شَاطِئِ النَّيْلِ .

manzilu saalimin ʕalaa ṣaatiʔi nnīli
Salim's house is by the Nile.



أَحْمَدُ رَأَى فِي النَّيْلِ :

ʔahmadu raʔaa fī nnīli
On the Nile Ahmad saw:

الْقَارِبَ الشَّرَاعِيَّ، وَالْقَارِبَ الْبَحَّارِيَّ .

ʔalqaariba ṣṣiraʕiyya
walqaariba lbuxaariyya
the sail boat and the motor boat.

وَشَاهَدَ الطَّائِرَةَ تَطِيرُ فِي الْهَوَاءِ .

waṣaahada ṭṭaaʔirata tatiiru fī lhawaaʔi
He saw the aeroplane fly (in the air).

أَحْمَدُ مَسْرُورٌ بِزِيَارَةِ الْقَاهِرَةِ .

ʔahmadu masruurun biziyaarati lqaaahirati
Ahmad is happy to visit Cairo.

أَحْمَدُ رَأَى بَعْضَ وَسَائِلِ الْمَوَاصِلَاتِ .

ʔahmadu raʔaa baʕḍa wasaaʔili lmuwaasalaati
Ahmad has seen some means of communication.

GRAMMATICAL NOTES

الملاحظات النحوية

A. Read the following words:

اقرأ الكلمات الآتية:

| | | | | | |
|------------|-----------|------------|------------|----------|----------|
| Palqaaribu | القَارِبُ | hisaanun | حِصَانُ | Pahmadu | أَحْمَدُ |
| Palhawaapu | الهُوَاءُ | Palqitaaru | الْقَطَارُ | waalidun | وَالِدٌ |
| | | manzilun | مَنْزِلٌ | Sammun | عَمٌّ |

Each of these words is a noun indicating a *masculine singular* «مُفْرَدٌ مُذَكَّرٌ».

B. Read the following words:

اقرأ الكلمات الآتية:

| | | | | | |
|---------------|--------------|--------------|-------------|---------------|--------------|
| mahattatun | مَحَطَّةٌ | Palqaahiratu | القَاهِرَةُ | Palqaryatu | الْقَرْيَةُ |
| sayyaaratun | سَيَّارَةٌ | Palʔusratu | الْأُسْرَةُ | madrasatun | مَدْرَسَةٌ |
| ʔattaapʔiratu | الطَّائِرَةُ | Sarabatun | عَرَبَةٌ | Paddarraajatu | الدَّرَاجَةُ |

Each of these words is a noun indicating a *feminine singular* «مُفْرَدَةٌ مُؤَنَّثَةٌ».

Note that a feminine singular noun ends with «أُ - ةٌ» which is pronounced «هـ» in pause. This feminine ending is called «النَّاءُ المَرْبُوطَةُ».

Thus nouns in Arabic fall into two groups: *masculine* and *feminine*.

1. Indicate the masculine and the feminine nouns in the following sentences:

- (١) سَالِمٌ يَجْلِسُ بِجِوَارِ الْمَكْتَبِ .
 (٢) الطَّائِرَةُ تَطِيرُ فِي الْجَوِّ .
 (٣) مَحْمُودٌ خَرَجَ مِنَ الْمَنْزِلِ .
 (٤) الْأُسْرَةُ جَالِسَةٌ بِجِوَارِ الْبَحِيرَةِ .
 (٥) الزَّرَافَةُ لَهَا عُنُقٌ طَوِيلٌ .

2. Fill in the blanks with suitable nouns:

- (١) مَدْرَسَةُ أَحْمَدَ بَعِيدَةٌ عَنْ
 (٢) سَرِيعٌ .
 (٣) سَالِمٌ عَلَى شَاطِئِ النَّيْلِ .
 (٤) يَجْرُهَا قَوِيٌّ .

3. Fill in the blanks with suitable words chosen from those given in brackets:

- فَا (١) فَاكِهَةُ الْمَطْعَمِ (طَازِجَةٌ - طَازِجٌ)
 أ (٢) الْمَلْعَقَةُ (نَظِيفٌ - نَظِيفَةٌ)
 أ (٣) الطَّبَّاخُ (مَاهِرٌ - مَاهِرَةٌ)
 أ (٤) الطَّبْقُ (وَاسِعٌ - وَاسِعَةٌ)
 أ (٥) الْمَائِدَةُ (مُرَتَّبٌ - مُرَتَّبَةٌ)

4. Write four more masculine singular nouns under A, and four more feminine singular nouns under B:

| A | B |
|-----------|-----------------|
| أَحْمَدُ | فَاطِمَةُ |
| | (١) |
| | (٢) |
| | (٣) |
| | (٤) |

الدَّرْسُ الْخَامِسُ وَالْخَمْسُونَ

Ṣaddarsu Ḥaamisu walḥamsuuna

Lesson Fifty Five



الْصُّحُفُ

Ṣaṣṣuḥufu
Newspapers

أَحْمَدُ فِي بَيْتِ عَمِّهِ سَالِمٍ .

Ṣaḥmadu fii bayti ʿammihī saalimin
Ahmad is in his uncle Salim's house.

يَجْلِسُ أَحْمَدُ مَعَ نَبِيلٍ وَنِهَادَ وَسُعَادَ .

yajlisu Ṣaḥmadu maʿa nabīlin wanihaada wasuʿaada
Ahmad is sitting with Nabil, Nihad and Suad.

جَرَسَ الْبَابُ يَدُقُّ .

jarasu Ḥbaabi yaduqqu
The door-bell is ringing.

مَنْ بِالْبَابِ ؟

man bilbaabi
Who is at the door?



هُوَ بَائِعُ الصُّحُفِ ، أَحْضَرَ صُحُفَ الصَّبَاحِ .

huwa baapiḡu ṣṣuhufi ḥaḥdara
ṣuhufa ṣṣabaahi

It's the newspaper man. He has
brought the morning papers.

نَبِيلٌ يَفْتَحُ الْبَابَ . وَيَأْخُذُ الصُّحُفَ .

nabiilun yaftahu lbaaba wayaḥḥuḍu ṣṣuhufa

Nabil opens the door and takes the
newspapers.

نَبِيلٌ يَعْزِضُ الصُّحُفَ عَلَى أَحْمَدَ وَنِهَادَ وَسُعَادَ .

nabiilun yaʿḥiḥuḍu ṣṣuhufa ʿalaah ḥaḥmada waniḥaada wasuʿaada
Nabil shows the newspapers to Ahmad, Nihad and Suad.

أَخَذَ أَحْمَدُ صَحِيفَةَ « الْأَخْبَارِ » .

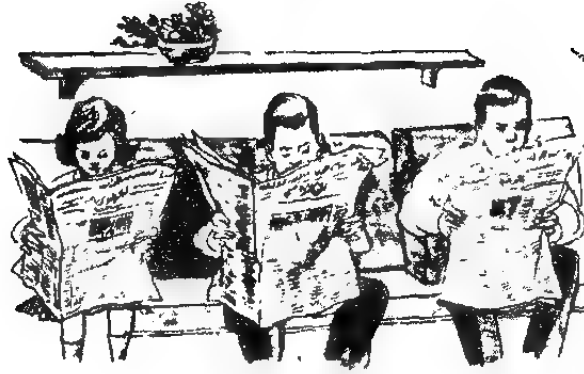
ʿaḥaḥḥa ḥaḥmadu ṣaḥiifata lʿaḥbaari
Ahmad took the Al-Akhbar newspaper.

وَأَخَذَتْ نِهَادُ صَحِيفَةَ « الْجُمْهُورِيَّةِ » .

wafaḥaḥḥat niḥaadu ṣaḥiifata ljumhuuriyyati
And Nihad took the Al-Jumhuriyyah newspaper.

وَأَخَذَ نَبِيلٌ صَحِيفَةَ « الْأَهْرَامِ » .

wafaḥaḥḥa nabiilun ṣaḥiifata lʿaḥraami
And Nabil took the Al-Ahram newspaper.



نَبِيلُ يَقْرَأُ أَخْبَارَ الرِّيَاضَةِ

nabiilun yaqraʔu ʔaxbaara ʔriyaadati
Nabil reads the sports news.

وَأَحْمَدُ يَقْرَأُ بَرْنَامَجَ التَّلِيْفِزْيُونِ .

waʔahmadu yaqraʔu barnaamaja ʔtilliivizyuuni
And Ahmad reads the T. V. programme.

وَنِهَادُ تَقْرَأُ النَّشْرَةَ الْجَوِّيَّةَ .

wanihaadu taqraʔu ʔnaʔshata ʔjawwiyyata
And Nihad reads the weather bulletin.

نِهَادُ تَقُولُ : حَظُّنَا سَعِيدٌ .

nihaadu taquulu haʔḍunaa saʔiidun
Nihad says, " We are lucky.

الْجَوُّ دَافِئٌ الْيَوْمَ ، وَالسَّمَاءُ صَافِيَةٌ . وَالشَّمْسُ سَاطِعَةٌ .

ʔaljawwu daʔfiʔunu ʔyawma wassamaaʔu ʔsaafiyatun waʔʔamsu saʔiʔsatun
The weather is warm to-day, the sky is clear and the sun is shining brightly."

(الكتاب الثانى ج ١ ٢ - انجليزى)

رَدَّ نَبِيلٌ وَقَالَ :

radda nabiilun waqaala
Nabil answered saying:

نَسْتَطِيعُ أَنْ نَخْرُجَ الْيَوْمَ ،

nastaṭīʿu ʔan naḫruja lyaawma
“We can go out to-day,

وَنَتَفَرَّجُ فِي شَوَارِعِ الْقَاهِرَةِ .

wanatafarraja fii šawaariṣi lqaahirati
and go sightseeing in the streets of Cairo.”

فَرِحَ أَحْمَدُ وَقَالَ :

fariha ʔahmadu waqaala
Ahmad was pleased and said,

وَفِي الْمَسَاءِ نَرَى فِي التِّلْفِزِيُونِ مَسْرَحِيَّةً سَارَّةً .

wafi lmasaaʔi naraa fi ttiliivizyuuni masrahiyyatan saarratan
“And in the evening we'll watch a pleasant play on television.”

قَالَ نَبِيلٌ : هَلْ عَرَفْتُمْ فَائِدَةَ الصُّحُفِ ؟

qaala nabiilun hal šaraftum faaʔidata ṣṣuḥufi
Nabil said, “ Do you know now how useful newspapers are? ”

GRAMMATICAL NOTES

الملاحظات النحوية

A. Read the following words:

اقرأ الكلمات الآتية :

nihaadu

نَهَادُ

suḡaadu

سُعَادُ

ṖassamaaṖu

السَّمَاءُ

Ṗaṣṣamsu

الشَّمْسُ

Each of these nouns indicates a *feminine singular* « مُفْرَدَةٌ مُؤَنَّثَةٌ » .

Note that they do not have the feminine ending « ة - ة » .

This shows that some feminine nouns do not have the feminine ending.

Other example are:

(an eye) ḡaynun

عَيْنُ

(an ear) Ṗuḡunun

أُذُنُ

(a hand) yadun

يَدُ

(a leg) riḡḡun

رِجْلُ

(a foot) qadamun

قَدَمُ

B. A feminine noun that indicates a person or an animal that bears children or lays eggs is called a *genuine feminine* « مُؤَنَّثٌ حَقِيقِيٌّ » . A few examples are:

suḡaadu

سُعَادُ

faṭimatu

فَاطِمَةُ

baqaratun

بَقَرَةٌ

nihaadu

نَهَادُ

wazzatun

وَزَّةٌ

But a feminine noun that indicates a thing which does not bear children or lay eggs is called a *non-genuine feminine* « مُؤَنَّثٌ مُجَازِيٌّ » . A few examples are:

| | | | |
|---------------|-----------|--------------|------------|
| sahiiifaturun | صَحِيفَةٌ | shajaraturun | شَجَرَةٌ |
| sayyun | عَيْنٌ | sayyaaratun | سَيَّارَةٌ |
| | | lamsun | لَمْسُنٌ |

C. Read the following:

أَخَذَ أَحْمَدُ صَحِيفَةَ الْأَخْبَارِ . وَأَخَذَتْ نِهَادُ صَحِيفَةَ الْجُمْهُورِيَّةِ .

Note that the verb used with the feminine noun (نِهَادُ) has the ending «ت» but does not have it when used with the masculine noun (أَحْمَدُ) .

D. Read the following:

يَقْرَأُ نَبِيلُ أَخْبَارَ الرِّيَاضَةِ . وَتَقْرَأُ نِهَادُ النُّشْرَةَ الْجَوِّيَّةَ .

Note that the present tense verb (يَقْرَأُ) used with the masculine noun (نَبِيلُ) has the prefix «يَ» whereas it has the prefix «تَ» i.e. تَقْرَأُ when used with the feminine noun (نِهَادُ) .

Thus :

نَبِيلٌ يَقْرَأُ

نِهَادٌ تَقْرَأُ

EXERCISES

تمرينات

1. Indicate the masculine and the feminine nouns in the following:

مَصْبَاحٌ - يَدٌ - مَسْرُوحٌ - مَسْرُوحِيَّةٌ - طَبَقٌ - غُرَابٌ - يَمَامَةٌ -
ذَنْبٌ - بَطَّةٌ - وَزَةٌ - فِيلٌ - صَقْرٌ - حَرَسٌ .

2. Write three more feminine nouns that do not end by « ة - ة - ة » below the example given:

سَعَادٌ

. (١)

. (٢)

. (٣)

3. Fill in each of the following blanks with a suitable word, chosen from the list of nouns given below.

. (١) سَاطِعَةٌ .

. (٢) دَافِيٌ .

. (٣) تَسْبِقُ الْقِطَارَ .

. (٤) وَقَفَ فِي الْمَحْطَةِ .

. (٥) يَحْمِلُ حَقَائِبَهُ .

. (٦) تُجِبُ الْقِصَصَ .

الْجَوُّ - الطَّائِرَةُ - الشَّمْسُ - نِهَادٌ - الْقِطَارُ - الْمُسَافِرُ

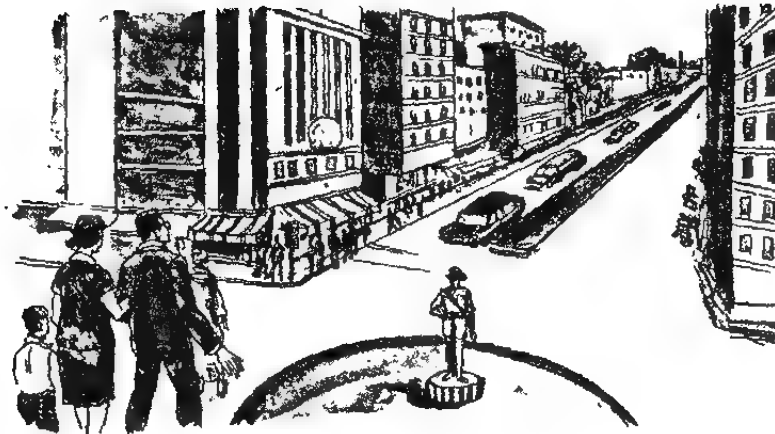
4. Fill in each of the following blanks with a suitable verb chosen from the list of verbs given below:

- (١) الْغُرَابُ فَوْقَ الشَّجَرَةِ .
 (٢) الْخُضْرِيُّ أَمَامَ الدُّكَّانِ .
 (٣) الْبِنْتُ السَّيَّارَةَ .
 (٤) الطَّائِرَةُ فِي الْجَوِّ .
 (٥) فَاطِمَةُ الدَّرْسَ مِنَ الرَّادِيُو .

وَقَفَ - طَارَتْ - يَجْلِسُ - تَرْكَبُ - سَمِعَتْ

الدَّرْسُ السَّادِسُ وَالْخَمْسُونَ

ʔaddarsu ssaadisu walxamsuuna
Lesson Fifty Six



الشَّرْطِيُّ

ʔaššurṭiyyu
The Policeman

خَرَجَتْ أُسْرَةُ مَحْمُودٍ تُشَاهِدُ الْمَدِينَةَ . خَرَجَ مَعَهَا سَالِمٌ .

ṣarajat ʔusratu mahmuudin tušaahidu lmadīinata ṣaraja maṣahaa saalimun
Mahmud's family went out sightseeing in the city. Salim went out with them.

قَالَ مَحْمُودٌ : هَذَا شَارِعٌ وَاسِعٌ ؛ شَوَارِعُ الْمَدِينَةِ وَاسِعَةٌ .

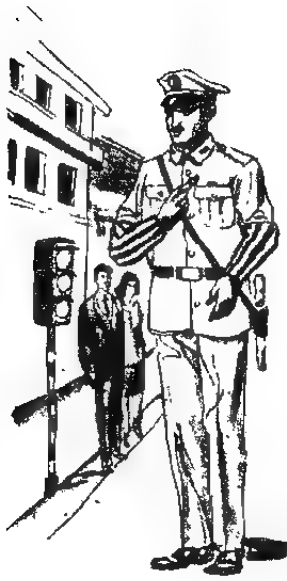
qaala mahmuudun haadaa šaariṣun waasiṣun šawaariṣu lmadīinati waasiṣatun
Mahmud said, "This is a large street; the city streets are large."

وَصَلَتْ الْجَمَاعَةُ إِلَى مَيْدَانٍ فَسِيحٍ يَقِفُ فِيهِ شَرْطِيٌّ .

waṣalati ljamaaṣatu ʔilaa maydaanin faṣiihin yaqifu fihi šurṭiyyun
The group (family) arrived at a big square where a policeman was standing.

الْإِمَامُ : الشَّرْطَةُ يُنْظَمُونَ الْمُرُورَ فِي الشَّوَارِعِ وَالْمَيَادِينِ . .

saalimun ʔaššurṭatu yunaḏḏimuuna lmuruura fi ššawaariṣi walmayaadiini
Salim: "Policemen control the traffic in (the) streets and squares."



مَحْمُودُ : فِي يَدِ الشُّرْطِيِّ صَفَّارَةٌ .

mahmuudun fi yadi ššurṭiyyi šaffaaratu
Mahmud: "The policeman has a whistle
in his hand."

سَالِمٌ : حِينَ يَنْفُخُ الشُّرْطِيُّ فِي

الصَّفَّارَةِ ، يَسْتَطِيعُ السَّائِرُونَ الْعُبُورَ .

saalimun hiina yanfuxu ššurṭiyyu
fi ššaffaarati yastati'ū ssaaṭiruuna lḥubuura
Salim: "When the policeman blows the
whistle, the pedestrians can cross."

مَحْمُودُ : وَلِمَازَا لَا يَعْْبُرُ السَّائِرُونَ الْآنَ ؟

mahmuudun walimaaḏaa laa yaḥburu ssaaṭiruuna lḥaana
Mahmud: "Why don't the pedestrians cross now?"

سَالِمٌ : النُّورُ الْأَحْمَرُ أَمَامَ السَّائِرِينَ . يَعْْبُرُونَ عِنْدَمَا يَظْهَرُ النُّورُ الْأَخْضَرُ .

saalimun ṭannuru lḥahmaru ṭamaama ssaaṭiriina yaḥburuuna šindamaa
yaḏharu ḥnuuru lḥaxḍaru

Salim: "The red light is on (in front of the pedestrians). They will cross
when the light turns green."

مَحْمُودُ : السِّيَّارَاتُ وَالْعَرَبَاتُ تَمْضِي فِي طَرِيقِهَا .

mahmuudun ṭassayyaaraatu walḥarabaatu tamḍi fi ṭariiqihaa
Mahmud: "The cars and carriages are running along."

سَالِمٌ : الطَّرِيقُ أَمَامَهَا مَفْتُوحٌ .

saalimun ṭattariiqu ṭamaamaha maftuuhun
Salim: "The way is open for them."

مَحْمُودُ : انْطَفَأَ النُّورُ الْأَحْمَرُ ، وَظَهَرَ النُّورُ الْأَخْضَرُ .

mahmuudun ṭintaḥaṭa ḥnuuru lḥahmaru waḥahara ḥnuuru lḥaxḍaru
Mahmud: "The red light is off and the green light is on."

وَنَفَخَ الشُّرْطِيُّ فِي صَفَّارَتِهِ .

wanaḥaṭa ššurṭiyyu fi šaffaaratihi
The policeman blew his whistle.

سَالِمٌ : أَلَا نَ تَقِفُ السَّيَّارَاتُ وَالْعَرَبَاتُ وَيَعْبُرُ السَّائِرُونَ .

saalimun ʔalʔaana taqifu ʔsayyaraatu walʔarabaatu wayaʕburu ʔsaariiruuna
Salim: "Now the cars and the carriages will stop and the pedestrians will cross."

وَعَبَّرَتِ الْحَمَاةُ الْمَيْدَانَ : وَعَبَّرَتْ كَذَلِكَ جَمَاعَاتُ النَّاسِ .

waʔabarati lʔamaatu lmaydaana waʔabarati kaʔaalika jamaaʔaatu nnaasi
Salim's family as well as the other pedestrians crossed.

سَالِمٌ : الشَّرْطِيُّ فِي الْمَدِينَةِ كَالْخَفِيرِ فِي الْقَرْيَةِ . الشَّرْطَةُ سَاهِرُونَ عَلَى الْأَمْنِ فِي الْمَدِينِ .

saalimun ʔaʕʕurtiyyu fi lmaadiinati kalʔafiri fi lqaryati ʔaʕʕurtatu saahiruuna
ʔala lʔamni fi lmuduni
Salim: "The policeman in town is like the village guard (khafir) in the village. Policemen maintain security in cities."



مَحْمُودٌ : وَالْخُفَرَاءُ سَاهِرُونَ عَلَى الْأَمْنِ فِي الْقَرْيَةِ .

mahmuudun walʔufaraaʔu saahiruuna
ʔala lʔamni fi lqaryati
Mahmud: "And the khafirs maintain security in the village."

الملاحظات النحوية

1. Read the following:

اقرأ الآتي :

يَسْتَطِيعُ السَّائِرُ الْعُبُورَ - يَسْتَطِيعُ السَّائِرُونَ الْعُبُورَ .
النُّورُ الْأَحْمَرُ أَمَامَ السَّائِرِ - النُّورُ الْأَحْمَرُ أَمَامَ السَّائِرِينَ .

The word السَّائِرُ is masculine singular and it has two plural forms: السَّائِرُونَ - السَّائِرِينَ. These plural forms are formed from the singular by adding either the suffix *-uuna* « يُونَ » or the suffix *-ina* « يِنَ » according to certain grammatical rules that will be dealt with later on .

These two plural forms are called 'sound masculine plurals' « جَمْعُ مُذَكَّرٍ سَالِمٌ ».

السَّائِرُونَ = السَّائِرُ + وَنَ

السَّائِرِينَ = السَّائِرِ + يِنَ

2. Read the following:

اقرأ الآتي :

عُجِرَتِ الْجَمَاعَةُ الْمِيدَانُ ، وَعُجِرَتِ جَمَاعَاتُ النَّاسِ الْمِيدَانُ .

The word جَمَاعَاتُ is the plural form of the feminine singular word جَمَاعَةٌ . It is formed from the singular by adding the suffix *-aat* « آآت » after dropping the feminine singular ending « ة » .

It is called 'sound feminine plural' « جَمْعُ مُؤَنَّثٍ سَالِمٌ » .

Other examples are :

السَّيَّارَةُ - السَّيَّارَاتُ

الْعَرَبَةُ - الْعَرَبَاتُ

3. Read the following:

اقْرَأِ الْآتِي :

هَذَا شَارِعٌ وَاسِعٌ - شَوَارِعُ الْمَدِينَةِ وَاسِعَةٌ .

The word شَوَارِعُ is the plural of the masculine singular word شَارِعٌ . It is formed from the singular by internal change. It is called 'broken plural' . « جَمْعُ تَكْسِيرٍ » .

Unlike 'sound' plurals which are formed by adding suffixes to the singular form, 'broken' plurals are formed by changing the singular form. Broken plural patterns are very numerous, and it is not always possible to forecast from singular to plural or vice versa. You should, therefore, learn both the singular and plural of nouns as you meet them.

Following are other examples:

| | |
|------------|---------------|
| شُرْطَةٌ | شُرْطِيٌّ |
| مِيَادِينُ | مِيَدَانُ |
| خُفَرَاءُ | خَفِيرٌ |
| مُدُنٌ | مَدِينَةٌ |
| أَلْقُرَى | أَلْقَرِيَّةٌ |

تجربات

EXERCISES

1. Give the singular form of each of the following words:

طَائِرَاتٌ - أَشْجَارٌ - مُدْرُسُونَ - صَيْدَلِيَّاتٌ - فَلَاحُونَ - مَعَامِلٌ - مَرِيضَاتٌ
تَلَامِيذٌ - مُسَافِرُونَ - رُقُوفٌ - عُمَالٌ - مَتَادِيلٌ - مَكْرُوهُونَ - مَحْبُوبُونَ

2. Fill in the blanks with broken plurals:

- (أ) تَطِيرُ فِي الْهَوَاءِ .
(ب) يَحْمِلُ الْمُسَافِرُونَ
(ج) الطَّعَامَ لَذِيذَةً .
(د) الْحَدِيقَةَ جَمِيلَةً .
(هـ) يَعْمَلُ بِنِظَامٍ .
(و) هَذِهِ عُلْبَةٌ

3. Put the following plurals in their appropriate places:

الزَّوْجَاتُ - النَّشِيطُونَ - رَوَايَاتُ - الْبَقَرَاتُ - ذَاهِبُونَ - مُؤَدَّبُونَ

- (أ) الْفَلَاحُونَ مَحْبُوبُونَ .
(ب) أَحْضَرَتْ الطَّعَامَ .
(ج) فِي الْحَظِيرَةِ .
(د) هُمْ إِلَى الْمَدْرَسَةِ .
(هـ) الْمَسْرَحَ جَمِيلَةً .
(و) أَنْتُمْ ، أَنَا مُسْرُورٌ مِنْكُمْ .

الدَّرْسُ السَّابِعُ وَالْخَمْسُونَ

Ƨaddarsu ƧssaabiƧu walɁamsuuna

Lesson Fifty Seven



مُبَارَاةٌ فِي كُرَةِ الْقَدَمِ

mubaaraatun fii kurati lqadami

A Football Match

نَزَلَ الْفَرِيقُ الْأَوَّلُ إِلَى الْمَلْعَبِ .

nazala lƧfariiqu lƧawwalu Ɂila lmaɁabi

The first team came on to the football field.

وَبَعْدَ قَلِيلٍ نَزَلَ الْفَرِيقُ الثَّانِي .

wabaɁda qaliilin nazala lƧfariiqu Ɂaanii

After a while the second team came on (to the football field).

دَارَ الْفَرِيقَانِ حَوْلَ الْمَلْعَبِ .

daara lƧfariiqaanii hawla lmaɁabi

The two teams ran round the football field.

وَصَفَّقَ النَّاسُ لِلْفَرِيقَيْنِ .

waṣaffaqaˀnnaasu lilfariiqayni
The people applauded the two teams.

وَقَفَ كُلُّ فَرِيقٍ فِي جَانِبِهِ .

waqafa kullu fariiqin fii jaanibihi
Each team stood on one side (of the football field).

وَقَفَ حَارِسُ الْمَرَمَى أَمَامَ مَرَمَاهُ .

waqafa haarisu lmarmaa pamaama marmaahu
The goalkeeper stood in front of his goal.

وَوَقَفَ الظَّهِيرَانِ أَمَامَ الْحَارِسِ .

wawaqafa ʔḏḏahiiraani pamaama lhaarisi
The two backs stood in front of the goalkeeper.

وَفِي الْوَسْطِ وَقَفَ الْمُهَاجِمُونَ .

wafi lwasati waqafa lmuhaajimuuna
The forwards stood in the middle.

وَعَلَى الْيَمِينِ وَالْيَسَارِ وَقَفَ الْجَنَاحَانِ .

wafala lyamiini walyasaari waqafa ljanasaahaani
The two wings stood to the right and the left.

وَبَيْنَ الْفَرِيقَيْنِ وَقَفَ الْحَكَمُ .

wabayna lfariiqayni waqafa lhakamu
The referee took his place between the two teams.

صَفَّرَ الْحَكَمُ وَبَدَأَتِ الْمُبَارَاةُ .

ṣaffara lhakamu wabadaʔati lmubaaraatu
The referee blew his whistle and the match began.

بَدَأَ الْفَرِيقُ الْأَوَّلُ الْهَجُومَ

badaʔa ʔfariiqu ʔawwalu ihujuuma
The first team started to attack.

وَتَنَاقَلَ الْكُرَّةَ بِسُرْعَةٍ .

watanaaqala ʔkurata bisursatin
and passed the ball quickly.

وَأَفْلَتَ الْمُهَاجِمُونَ مِنَ الظَّهِيرَتَيْنِ .

waʔaflata ʔmuhaajimuuna mina ʔḏahiiirayni
The forwards got away from the backs (succeeded in breaking the defense line).

وَأُخْرَزَ الْجَنَاحُ الْأَيْمَنُ هَدَفًا .

waʔahraza ʔjanaahu ʔpaymanu hadafan
The right wing scored a goal.

تَحَمَّسَ الْفَرِيقُ الثَّانِي وَهَاجَمَ بِشِدَّةٍ .

tahammasa ʔfariiqu ʔaaani wahaajama biʔiddatin
The second team pulled themselves up and attacked hard.

وَلَكِنَّ الْفَرِيقَ الْأَوَّلَ أُخْرَزَ هَدَفًا آخَرَ .

walaakinna ʔfariiqua ʔawwala ʔahraza hadafan ʔaaxara
But the first team scored another goal.

وَانْتَهَى الشَّوْطُ الْأَوَّلُ .

wantaha ʔʔawtu ʔawwalu.
The first half-time came to an end.

وَفِي الشَّوْطِ الثَّانِي أُخْرَزَ الْفَرِيقُ الثَّانِي هَدَفَيْنِ .

wafi ʔʔawti ʔaaani ʔahraza ʔfariiqu ʔaaanii hadafayni
In the second half-time the second team scored two goals.

فَتَعَادَلَ الْفَرِيقَانِ ، وَانْتَهَتْ الْمُبَارَاةُ .

fataʔaadala ʔfariiquaani wantahati ʔmubaaraatu
So the two teams drew and the match came to an end.

GRAMMATICAL NOTES

الملاحظات النحوية

1. Read the following sentences paying special attention to the underlined words:

نَزَلَ الْفَرِيقُ - دَارَ الْفَرِيقَانِ - صَفَّقَ النَّاسُ لِلْفَرِيقَيْنِ .

The word الْفَرِيقُ in the first sentence denotes ONE and it is, therefore, called SINGULAR.

The word الْفَرِيقَانِ in the second sentence denotes TWO and it is, therefore, called DUAL.

The word الْفَرِيقَيْنِ in the third sentence also denotes TWO and it is called DUAL.

Note that the DUAL is formed from the SINGULAR by adding either the suffix *-aani* « أَنِ » or the suffix *-ayni* « يْنِ » according to grammatical rules which will be dealt with later on.

2. Read the following sentences observing the underlined DUAL nouns:

وَقَفَ الظَّهِيرَانِ . وَقَفَ الْحَكَمُ بَيْنَ الْفَرِيقَيْنِ .
وَقَفَ الْجَنَاحَانِ . أَخْرَزَ الْفَرِيقُ هَدَقَيْنِ .

A Dual noun may be either *masculine* as in the previous examples or *feminine* as in the following ones:

ʔalwardataani jamiilataani
The two roses are beautiful.

الْوَرْدَتَانِ جَمِيلَتَانِ .

qatafat suʔaadu wardatayni
Suad picked two roses .

قَطَفَتْ سُعَادُ وَرْدَتَيْنِ .

kataba nabiilun risaalatayni
Nabil wrote two letters.

كَتَبَ نَبِيلٌ رِسَالَتَيْنِ .

EXERCISES

تمرينات

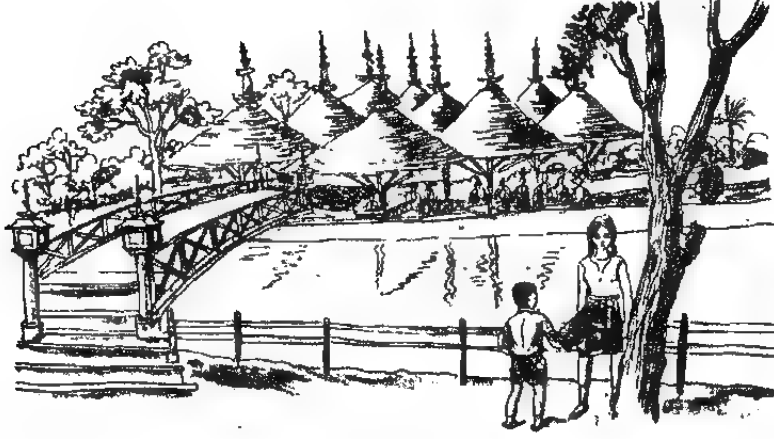
1. Give the dual of each of the following words, first by adding « أَنْ » and then by adding «َيْنِ ». Follow the examples given:

وَلَدٌ وَلَدَانِ وَلَدَيْنِ عُرْفَةٌ عُرْفَتَانِ عُرْفَتَيْنِ
 مُهَنْدِسٌ شَجَرَةٌ
 فَلَاحٌ نَافِذَةٌ

2. Underline the dual in each of the following sentences:

- (أ) أَكَلْتُ هِنْدُ ثِفَاتَيْنِ .
 (ب) زَرَعَ الْفَلَّاحَانِ شَجَرَةَ التَّيْنِ .
 (ج) نَبِيلٌ وَأَحْمَدُ تَلْمِيزَانِ مُجْتَهِدَانِ .
 (د) قَرَأَ التَّلْمِيزُ الدَّرْسَيْنِ .

الدَّرْسُ الثَّامِنُ وَالْخَمْسُونَ
Paddarsu ʿaaminu walxamsuuna
Lesson Fifty Eight



حُلُوانُ

hulwaanu
Helwan

قَالَ أَحْمَدُ لِنَبِيلٍ : هَلْ رَأَيْتَ حُلُوانَ ؟

qaala ʾahmadu linabiilin hal raʾayta hulwaana
Ahmad said to Nabil, "Have you seen Helwan?"

نَبِيلٌ : لَا ، لَمْ أَرَهَا .

nabiilun laa lam ʾaraha
Nabil: "No, I have not seen it."

أَحْمَدُ : يَجِبُ أَنْ تَرَاهَا يَا نَبِيلُ .

ʾahmadu yajibu ʾan taraahaa yaa nabiilu
Ahmad: "You should see it, Nabil."

حُلُوانُ مَدِينَةٌ جَمِيلَةٌ . شَمْسُهَا مُشْرِقَةٌ .

hulwaanu madiinatun jamiilatun šamsuhaa mušriqatun
"Helwan is a beautiful city. It is always sunny."

وَجَوُّهَا دَافِيٌ ، وَهَوَاؤُهَا جَافٌ .

wajawwuhaa daafiʔun wahawaarʔuhaa jaaʔun
Its weather is warm and its air is dry.

نَبِيلٌ : هَلْ تَذْهَبُ مَعِيَ يَا أَحْمَدُ ؟

nabiilun hal taðhabu maʕii yaa ʔahmadu
Nabil: --Will you go with me. Ahmad ?

أَحْمَدُ : نَعَمْ . وَسَأُخْضِرُ مَعِيَ أُخْتِي سَمِيرَةَ .

ʔahmadu naʕam wasaʔuḥdiru maʕii ʔuxtii samirata
Ahmad: -- Yes, and I'll bring my sister Samira along with me. "

نَبِيلٌ : وَأَنَا أُخْضِرُ مَعِيَ أُخْتِي نِهَادَ .

nabiilun waʔanaa ʔuḥdiru maʕii ʔuxtii nihaada
Nabil: -- And I'll bring my sister Nihad along with me.

نِهَادٌ وَسَمِيرَةُ صَدِيقَتَانِ . وَأَنَا وَأَنْتَ صَدِيقَانِ أَيْضًا .

nihaadu wasamiiratu ṣadiiqataani waʔanaa waʔanta ṣadiiqaaʔni ʔayḍan
Nihad and Samira are friends; and I and you are friends too."

أَحْمَدُ : نَلْتَقِي يَوْمَ الْجُمُعَةِ عِنْدَ مَحْطَةِ بَابِ اللُّوقِ .

ʔahmadu naltaqii yawma ljumʕati ʕinda maaḥṭati baabi lluuqi
Ahmad: -- We'll meet at Bab el-Louk Station on Friday. "

رَكِبَ الْأَصْدِقَاءُ الْقِطَارَ إِلَى حُلْوَانَ .

rakiba lʔaṣḍiqaaʔu lqitaara ʔilaa hulwaana
The friends took the train to Helwan.

وَفِي حُلْوَانَ شَاهَدُوا شَوَارِعَهَا الْوَاسِعَةَ ،

wafii hulwaana ʕaahaduu ʕawaariʕaha lwaasiʕata
In Helwan they saw its big streets,

وَمَبَانِيهَا الْجَمِيلَةَ ، وَحَدَائِقُهَا الْمُنَسَّقَةَ .

wamabaaniyaha ljamiiyata wahadaaʔiqaha lmunassaʕata
beautiful buildings and well-arranged gardens.

وَذَهَبُوا إِلَى عُيُونِ الْمِيَاهِ الْمَعْدِنِيَّةِ وَالْمَرْصَدِ .

waḍahabuu ʔilaa ʔuyūni lmiyaahilmaʔdiniyyati walmarṣadi
They went to the mineral-water springs and the observatory.

وَعِنْدَ الظُّهْرِ قَالَتْ نِهَادُ :

waʔinda ḍḍuhri qaalat nihaadu
At noon Nihad said,

تَعَبْنَا مِنَ السَّيْرِ . أَيْنَ نَسْتَرِيحُ ؟

taʔibnaa mina lssayri ʔayna nastariihu
“ We are tired of walking. Where shall we rest ? ”

قَالَ أَحْمَدُ : نَسْتَرِيحُ فِي الْحَدِيقَةِ الْيَابَانِيَّةِ .

qaala ʔahmadu nastariihu fi lḥadiiqati lyaabaaniyyati
Ahmad said, “ Let's rest in the Japanese Garden.

فِي الْحَدِيقَةِ مَقَاعِدُ مُرِيحَةٍ ، وَتَمَائِيلُ بَدِيعَةٍ ، وَأَشْجَارُ ظَلِيلَةٍ .

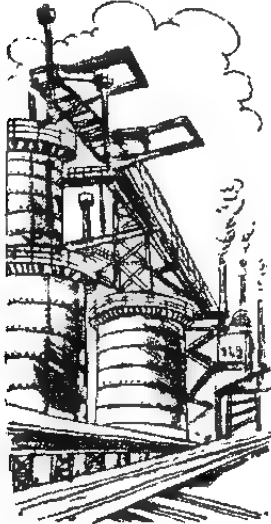
fi lḥadiiqati maqaʔidu muriihatun watamaaʔilu badiʔatun waʔaʔjaarun ḍaliilatun
In the garden there are comfortable seats, beautiful statues and shady trees. ”

اسْتَرَاحَتِ الصَّدِيقَتَانِ فِي ظِلِّ شَجَرَةٍ .

ʔistaraahati ṣṣadiiqataani fi ḍilli ʔajaratin
The two friends (Nihad and Samira) had a rest in the shade of a tree.

وَجَلَسَ الصَّدِيقَانِ عَلَى مَقْعَدَيْنِ مُرِيحَيْنِ .

wajalasa ṣṣadiiqaaani ʔalaa maqʔadayni muriihayni
The two friends (Nabil and Ahmad) sat on two comfortable seats.



وَفِي الْعَصْرِ قَالَ أَحْمَدُ :

wafi lʔasri qaala ʔahmadu
In the afternoon Ahmad said,

مَصَانِعُ حُلْوَانٍ كَثِيرَةٍ ، وَفِيهَا عُمَالٌ مَاهِرُونَ ،

maʔaanifū ḥulwaana kaʔiiratin wafihaa ʔummaalun maahiruuna

“Helwan has many factories where there are skilfull workers,

وَفِيهَا عَامِلَاتٌ نَشِيطَاتٌ .

wafihaa ʔaamilaatin naʔiitaatin
and active women workers.”

سَمِيرَةٌ : هَيَّا نُسَاحِدْ مَصْنَعَ الْحَدِيدِ وَالصُّلْبِ .

samiiratu hayyaa nusaaḥid maṣnaʿa lḥadiidi waṣṣulbi
Samira: " Let's go and see the Iron and Steel Factory .

وَقَبْلَ الْغُرُوبِ رَكِبُوا الْقِطَارَ إِلَى الْقَاهِرَةِ .

waqbla lḡuruubi rakibu lqitaara ila lqashirati
Before sunset they took the train . (back) to Cairo.

ثُمَّ رَجَعُوا إِلَى مَنَازِلِهِمْ وَهُمْ يَقُولُونَ :

thumma rajasuu ilaa manaazilihim wahum yaquuluuna
They returned home saying :

حُلْوَانُ مَشْتَى جَمِيلٌ ، حُلْوَانُ مَدِينَةُ الْمَتْعَةِ وَالْعَمَلِ .

ḥulwaanu maṣṭan jamiiḥun ḥulwaanu madiinatu lmutʿati waṣamali
" Helwan is a beautiful winter resort; Helwan is the city of pleasure and (hard) work. "

GRAMMATICAL NOTES

أَلْمَلَاَحَظَاتُ النَّحْوِيَّةُ

1. In Arabic, a word is either a *noun*, a *verb* or a *particle*.

a - A noun denotes a person, an animal, or a thing.

Examples :

نَبِيلٌ - نِهَادٌ - شَجَرَةٌ - مَرَصِدٌ - بَقَرَةٌ

b - A verb denotes an action at a certain time.

Examples:

شَرِبَ - يَشْرَبُ - اشْرَبْ

c - A word which is not a noun or a verb is a particle.

Examples:

مِنْ - إِلَى - هَلْ - فِي

2. A verb is either *past*, *present* or *imperative*.

a - The past (verb) denotes an action that took place in the past.

Examples:

رَكِبَ - رَجَعَ

b - The present (verb) denotes an action that takes place in the present or the future.

Examples:

يَرْكَبُ - يَرْجِعُ

c - The imperative expresses a request or an order.

Examples:

ارْكَبْ - ارْجِعْ

3. A noun is either *masculine* or *feminine*.

رَجُلٌ - حِصَانٌ - طَائِرٌ - مَرَصِدٌ masculine

سَمِيرَةٌ - نَعَامَةٌ - شَجَرَةٌ - مَائِدَةٌ feminine

النَّاءُ الْمَرْبُوطَةُ (ة-) feminine ending generally have the feminine ending.

Some feminine nouns however do not have the feminine ending.

Examples:

نِهَادٌ - أُذُنٌ - عَيْنٌ - قَدَمٌ

4. A noun is either *singular*, *dual* or *plural*.

a - A singular noun denotes ONE.

Examples:

صَدِيقٌ - قِطَارٌ - مَصْنَعٌ

b - A dual noun denotes TWO (masculine or feminine).

Examples:

صَدِيقَانِ - قِطَارَانِ - مَصْنَعَانِ

The dual is formed by adding « *انِ* » or « *ينِ* » to the singular.

Examples:

جَلَسَ الصَّدِيقَانِ عَلَى مَقْعَدَيْنِ مُرِيحَيْنِ،

c - A plural noun denotes more than TWO.

Examples:

أَصْدِقَاءُ - فَلَّاحُونَ - فَلَّاحَاتُ

Plural nouns are of three kinds:

1. The *sound masculine plural*. It is formed by adding « *وُنَ* » or « *يْنَ* » to the masculine singular.

فِي الْمَصَانِعِ عُمَالٌ مَاهِرُونَ . رَأَيْتُ فِي الْمَصْنَعِ عُمَّالًا مَاهِرِينَ .

2. The *sound feminine plural*. It is formed by adding « *ات* » to the feminine singular.

فَلَّاحَاتُ - شَجَرَاتُ

3. The *broken plural*. It is formed by changing the form of the masculine or the feminine singular.

صَدِيقٌ ← أَصْدِقَاءُ - شَجَرَةٌ ← أَشْجَارٌ .

EXERCISES

تمارين

1. Indicate the nouns, the verbs and the particles in the following sentences:

- أ - نَسْتَرِيحُ فِي الْحَدِيقَةِ الْيَابَانِيَّةِ .
- ب - جَلَسَ نَبِيلٌ عَلَى مَقْعَدٍ مُرِيحٍ .
- ج - شَاهَدَ الْأَصْدِقَاءُ مَصْنَعَ الْحَدِيدِ وَالصُّلْبِ .
- د - عَادَ أَحْمَدُ إِلَى مَنْزِلِهِ .

2. Fill in the blanks with either a noun or a verb:

- أ - رَكِبَ الْأَصْدِقَاءُ إِلَى
- ب - الْأَصْدِقَاءُ إِلَى عُيُونِ الْمِيَاهِ الْمَعْدِنِيَّةِ .
- ج - نِهَادٌ فِي شَجَرَةٍ .
- د - هَذَا نَشَاهِدُ الْحَدِيدِ وَالصُّلْبِ .

3. Indicate the masculine nouns and the feminine nouns in the following:

- أ - حُلُوانٌ مَدِينَةٌ جَمِيلَةٌ .
- ب - شَمْسُهَا مُشْرِقَةٌ .
- ج - جَوْهَا دَافِيٌّ .
- د - هَوَاؤُهَا جَافٌ .
- ه - حُلُوانٌ مَدِينَةٌ الْمُتَنَعَةِ وَالْجَمَالِ .

4. Indicate the singular, dual and plural nouns in the following. Then state the kind of each plural:

- أ - نِهَادٌ وَسَمِيرَةٌ صَدِيقَتَانِ .
- ب - أَنَا وَأَنْتَ صَدِيقَانِ .
- ج - جَلَسَ الصَّدِيقَانِ عَلَى مَقْعَدَيْنِ مُرِيحَيْنِ .
- د - مَصَانِعُ حُلُوانَ كَثِيرَةٌ .
- ه - فِيهَا عُمَالٌ مَاهِرُونَ وَعَامِلَاتٌ نَشِيطَاتٌ .

الدَّرْسُ التَّاسِعُ وَالْخَمْسُونَ

Paddargu maasiḡu walxamsuuna
Lesson Fifty Nine



الْجَامِعَةُ

Paljaamiḡatu
The University

حَاتِمٌ أَتَمَّ الدِّرَاسَةَ الثَّانَوِيَّةَ .

haatimun putamma ddiraasatu ṡṡaanawiiyyata
Hatem finished the secondary school education.

دَخَلَ حَاتِمٌ الْجَامِعَةَ .

daxala haatimunu ljaamiḡata
Hatem joined the University.

حَاتِمٌ يَسْكُنُ بِجَوَارِ نَبِيلٍ .

haatimun yaskunu bijiwaari nabilin
Hatem lives next door to Nabil.

نَبِيلٌ قَالَ لِأُخْتِهِ نِهَادَ :

nabilun qaala liḡuḡtihi niḡaada
Nabil said to his sister Nihad.

حَاتِمٌ أَقْبَلَ ، سَأَذْهَبُ إِلَيْهِ ،

haatimun Paqbala saʔaðhabu ʔilayhi
 "Hatem has come. I'll go to him,

وَأَسْأَلُهُ فِي أَيِّ جَامِعَةٍ دَخَلَ .

waʔasʔaluhu fi ʔayyi jaamiʕatin daxala
 and ask him which university he has joined."

نَبِيلٌ : فِي أَيِّ جَامِعَةٍ أَنْتَ يَا حَاتِمُ ؟

nabiilun fi ʔayyi jaamiʕatin ʔanta yaa haatimu
 Nabil: " In which University are you Hatem? "

حَاتِمٌ : أَنَا فِي جَامِعَةِ الْقَاهِرَةِ .

haatimun ʔanaa fi jaamiʕati lqaaahirati
 Hatem: " I am in Cairo University. "

نَبِيلٌ : فِي أَيِّ كُؤَلِيَّةٍ دَخَلْتَ ؟

nabiilun fi ʔayyi kulliyatin daxalta
 Nabil: " Which college have you joined? "

حَاتِمٌ : دَخَلْتُ كُؤَلِيَّةَ الْهَنْدَسَةِ .

haatimun daxaltu kulliyata lhandasati
 Hatem: " I have joined the College of Engineering. "

نَبِيلٌ : كَمْ كُؤَلِيَّةٍ فِي الْجَامِعَةِ ؟

nabiilun kam kulliyatan fi ljaamiʕati
 Nabil: " How many colleges are there in the University? "

حَاتِمٌ : فِي الْجَامِعَةِ كُؤَلِيَّاتٌ كَثِيرَةٌ .

haatimun fi ljaamiʕati kulliyaatun kaʕiiratun
 Hatem: " The University has many colleges. "

فِيهَا كُتَيْبَةُ الطَّبِّ ، وَكُتَيْبَةُ الصَّيْدَلَةِ ، وَكُتَيْبَةُ الطَّبِّ الْبَيْطَرِيِّ .

fihaa kulliyatu ṭibbī wakulliyatu ṣṣaydalati wakulliyatu ṭibbī l-bayṭariyyi
 "There are the College of Medicine, the College of Pharmacology, the College
 of Veterinary Medicine,

وَكَتَيْبَةُ الْعُلُومِ ، وَكَتَيْبَةُ الْاِقْتِصَادِ ، وَكَتَيْبَةُ التَّجَارَةِ ؛

wakulliyatu ḥulūmī wakulliyatu liqtisādi wakulliyatu tijāarati
 the College of Science, the College of Economics, the College of Commerce.

وَكَتَيْبَةُ الْأَدَابِ ، وَكَتَيْبَةُ الْحُقُوقِ .

wakulliyatu l-aadaabi wakulliyatu l-huquuqi
 the College of Arts and the College of Law.

وَفِي كُلِّ كُتَيْبَةٍ أَقْسَامٌ مُخْتَلِفَةٌ .

wafī kullī kulliyatin faqsaamun muṭṭalifatun
 Each college has various departments."

نَبِيلُ : كَمْ جَامِعَةٌ فِي جُمْهُورِيَّتِنَا ؟

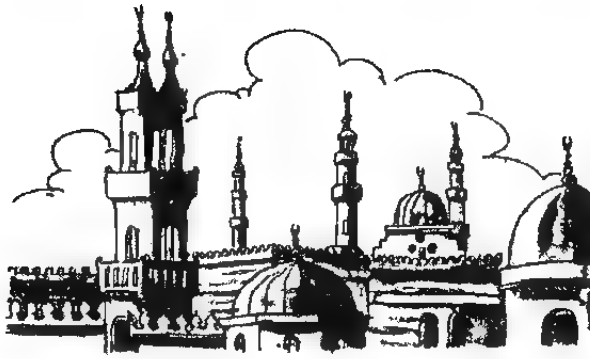
nabiilun kam jaamiʿatan fī jumhuuriyyatinaa
 Nabil : " How many Universities are there in our Republic ? "

حَاتِمُ : فِي جُمْهُورِيَّتِنَا جَامِعَاتٌ كَثِيرَةٌ .

haatimun fī jumhuuriyyatinaa jaamiʿaatun kaṯiiratan
 Hatem: " There are many universities in our Republic. "

فِيهَا جَامِعَةُ عَيْنِ شَمْسٍ ، وَجَامِعَةُ الْأَزْهَرِ ، وَجَامِعَةُ الْإِسْكََنْدَرِيَّةِ ،

fihaa jaamiʿatu ʿayni šamsin wajaamiʿatu l-aẓhari wajaamiʿatu l-iṣṣkandariyyati
 There are the University of Ain-Shams, the University of Al-Azhar, the
 University of Alexandria,



وَجَامِعَةُ أَسْيُوطَ ، وَجَامِعَةُ الْمَنْصُورَةِ .

wajaamiṣatu ṣasyuuta wajaamiṣatu lmanṣuurati
the University of Assiut and the University of Mansourah."

نَبِيلٌ : هَلْ فِي الْجَامِعَةِ طَلَبَةٌ مِنْ بِلَادٍ أُخْرَى ؟

nabiilun hal fi ljaamiṣati ṭalabatun min bilaadin ṭuxraa
Nabil: "Are there students from other countries in the University ? "

حَاتِمٌ : نَعَمْ بِالْجَامِعَةِ طَلَبَةٌ مِنْ أَنْحَاءِ الْعَالَمِ .

haatimun na'am biljaamiṣati ṭalabatun min ṭanhaaṭi l'aaalami
Hatem: "Yes, there are students from all parts of the world in the University.

وَجَامِعَاتُنَا تُرَحِّبُ بِكُلِّ طَالِبٍ .

wajaamiṣaatunaa turahhibu bikulli ṭaalibin
Our universities welcome every student."

نَبِيلٌ : شُكْرًا لَكَ يَا حَاتِمٌ .

nabiilun ṣukran laka yaa haatimu
Nabil: "Thank you, Hatem.

أَنْتَ الْآنَ تَتَعَلَّمُ وَغَدًا تَكُونُ مُهَنْدِسًا عَظِيمًا .

ṭanta lṭaana tataṭallamu wagadan takuunu muhandisan ʿaḍiiman
Now you are studying and in the future you will be a great engineer. "

GRAMMATICAL NOTES

الملاحظات النحوية

1. Read the following words:

| | | | |
|----------|--------------|-------------|--------------|
| دَرْسٌ | قِسْمٌ | كُلِّيَّةٌ | جَامِعَةٌ |
| darsun | qismun | kulliyyatun | jaami'atun |
| a lesson | a department | a college | a university |

None of these nouns denotes a specific thing. It is, therefore, called an *indefinite noun* « نَكْرَةٌ ».

2. Read the following words:

| | |
|---|--------------------------|
| haatimun (Hatim - a person's name) | حاتِمٌ |
| nabiilun (Nabil - « « «) | نَبِيلٌ |
| nihaadu (Nihad - « « «) | نِهَادٌ |
| aljaami'atu (the university) | الْجَامِعَةُ |
| kulliyyatu ssaydalati (the College of Pharmacology) | كُلِّيَّةُ الصَّيْدَلَةِ |
| Panaa (I) | أَنَا |

Each of these nouns denotes a specific person or thing. It is, therefore, called a *definite noun* « مَعْرُفَةٌ ».

And so a noun may be either *indefinite* or *definite*. An indefinite noun does not indicate a specific person or thing, whereas a definite noun indicates a specific person or thing.

EXERCISES

تمارين

1. Fill in the blanks with suitable nouns:

- (أ) أَقْبَلَ سَازَهَبُ إِلَيْهِ .
 (ب) أَنَا فِي الْقَاهِرَةِ .
 (ج) دَخَلَ حَاتِمٌ كُتَيْبَةً
 (د) أَرْجُو أَنْ تَكُونَ مُهَنْدِسًا

2. Rearrange the words on each line to form a complete sentence:

- (أ) نِهَادَ - قَالَ - لِأُخْتِهِ - نَبِيلٌ .
 (ب) حَاتِمٌ - سَازَهَبُ - أَقْبَلَ - إِلَيْهِ .
 (ج) أَنَا - الْقَاهِرَةِ - جَامِعَةٍ - فِي .

3. Indicate the indefinite nouns in the following sentences:

- (أ) دَخَلَ حَاتِمٌ الْجَامِعَةَ .
 (ب) فِي كُلِّ كُتَيْبَةٍ أَفْسَاسٌ مُخْتَلِفَةٌ .
 (ج) فِي الْجَامِعَةِ طَلَبَةٌ مِنْ أَنْحَاءِ الْعَالَمِ .

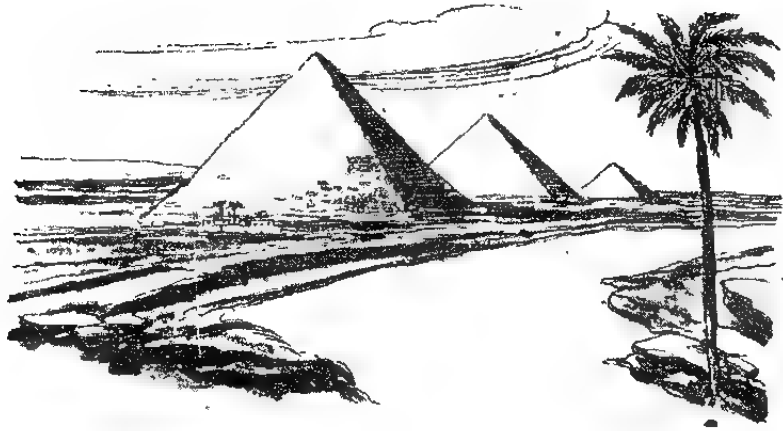
4. Indicate the definite nouns in the following sentences:

- (أ) فِي أَيِّ جَامِعَةٍ أَنْتَ يَا حَاتِمٌ ؟
 (ب) أَنَا فِي جَامِعَةِ الْقَاهِرَةِ .
 (ج) دَخَلْتُ كُتَيْبَةَ الْمُهَنْدِسَةِ .

الدَّرْسُ السُّتُونُ

ʔaddarsu ssittunna

Lesson Sixty



أَهْرَامُ الْجِيزَةِ

ʔahraamu ljiizati

The Pyramids of Guiza

أَتَمَّ حَاتِمٌ دِرَاسَتَهُ فِي الْجَامِعَةِ .

ʔatamma haatimun diraasatahu fi ljaamiʕati

Hatem has completed his university education.

وَسَافَرَ فِي بَعْثَةٍ دِرَاسِيَّةٍ إِلَى الْخَارِجِ .

wasaafara fi baʕṭatin diraasiyyatin ʔilā lxaariji

And went abroad on a study mission.

فَعَرَفَ كَثِيرًا مِنَ الْأَصْدِقَاءِ .

faʕarafa kaṭiiran mina lʔaṣḍiqaaʔi

He made many friends there.

وَبَعْدَ عَوْدَتِهِ إِلَى بِلَادِهِ ،

wabaʿda ʿawdatihi ʾilaa bilaadihi
After his return to his country,

زَارَهُ صَدِيقٌ مِنْ بَاكِسْتَانٍ .

zaarahu ʿadīqun min paakistaana
a friend from Pakistan came to visit him.

وَرَغِبَ صَدِيقُهُ فِي زِيَارَةِ بَعْضِ الْأَثَارِ .

waragiba ʿadīquhu fī ziyaarati baʿḍi lʾaʿaaari
He wished to visit some monuments .

فَقَالَ لَهُ حَاتِمٌ : سَنَرَى الْيَوْمَ أَهْرَامَ الْجِيزَةِ .

faqaala lahu haatimun sanara ʾyawma ʾahraama lʾjiizati
So Hatem told him , “ We are going to see the Pyramids of Guiza today. ”.

وَرَكِبَ الصَّدِيقَانِ السَّيَّارَةَ .

warakiba ʿsadiiqaani ʿssayyaarata
Hatem and his friend took a car.

وَسَارَتْ بِهِمَا فِي شَارِعِ الْهَرَمِ .

wasaaarat bihimaa fī ʿsaariʿi lharami
The car took them along the Pyramids Road.

وَبَعْدَ مُدَّةٍ وَصَلَتِ السَّيَّارَةُ إِلَى الْأَهْرَامِ .

wabaʿda muddatin waṣalati ʿssayyaaratu ʾila lʾahraami
After a while the car arrived at the Pyramids.

فَقَالَ الصَّدِيقُ : أَرَى ثَلَاثَةَ أَهْرَامٍ .

faqaala ʿsadiiqu ʾaraa ʿaalaaʿata ʾahraamin
Hatem's friend said, “ I see three Pyramids. ”

فَقَالَ حَاتِمٌ : هِيَ أَهْرَامُ الْجِيزَةِ .

saqaala haatimun hiya ?ahraamu ljiizati
Hatem said, " They are the Pyramids of Guiza.

أَلْهَرَمُ الْأَكْبَرُ بَنَاهُ خُوفُو .

?alharamu l?akbaru banaahu xuufuu
The great Pyramid was built by Cheops.

وَالْهَرَمُ الْأَوْسَطُ بَنَاهُ خَفْرَعُ .

walharamu l?awsatu banaahu xafra?u
The middle Pyramid was built by Chefren.

وَالْهَرَمُ الْأَصْغَرُ بَنَاهُ مَنَكَرَعُ .

walharamu l?asgaru banaahu manqara?u
The small Pyramid was built by Menkaure.



وَفِي سَقَّارَةَ هَرَمٌ مُدَرَّجٌ بَنَاهُ زُوسَرُ .

wafii saqqaarata haramun mudarrajun banaahu
zuusaru

At Sakkara there is the Step Pyramid built by
Zoser."



مَا هَذَا الْأَسَدُ يَا حَاتِمٌ ؟

maa haa?a l?asadu yaa haatimu
What's that lion, Hatem?

هَذَا تِمْنَالُ أَبِي الْهَوَلِ يَا صَدِيقِي .

haa?aa timnaalu ?abi lhawli yaa ?adiiqii
This is the Sphinx, my friend.

جِسْمُهُ جِسْمُ أَسَدٍ ، وَرَأْسُهُ رَأْسُ إِنْسَانٍ .

jismuhu jismu Paṣadin waraṣuhu raṣu Pinsaani

It has the body of a lion and the head of a human being.

وَفِي الْمَسَاءِ تَسْمَعُ صَوْتَهُ .

wafi lmasaaʔi tasmaʕu ṣawtahu

At night you hear it talk (hear its voice) .

عَجِيبٌ ! كَيْفَ يَتَكَلَّمُ التَّمْنَالُ ؟

Sajībun kayfa yatakallamu ttimeaalu

Strange ! How can a statue talk ?

إِنْتَظِرْ وَسَتَرَى وَتَسْمَعُ .

Pintaḍir wasataraa wasmaʕu

Wait , see, and hear

وَفِي الْمَسَاءِ أَضَاءَتِ الْأَمْهَامُ وَأَبُو الْهَوَلِ .

wafi lmasaaʔi paḍaaʔati lpaḥraamu waʔabu lhawli

In the evening the Pyramids and the Sphinx were floodlit.

وَقَصَّ كُلُّ هَرَمٍ تَارِيخَهُ .

waqaṣṣa kullu ḥaramin taariixahu

Each Pyramid told its history.

وَتَكَلَّمَ أَبُو الْهَوَلِ وَقَصَّ تَارِيخَهُ .

watakallama ʔabu lhawli waqaṣṣa taariixahu

The Sphinx talked and told its history, too.

وَأَنْتَهَى عَرْضُ الصَّوْتِ وَالضَّوْءِ .

wantahaa ṣardu ṣṣawti waddawʔi

The Sound and Light show was over.

فَقَالَ الصَّدِيقُ لِحاتِمٍ :

faqaala ssadiiqu lihaatimin
Hatem's friend said to him,:

بِلَادُكُمْ جَمِيلَةٌ وَأَنْثَارُهَا عَظِيمَةٌ .

bilaadukum jamiilatun wa?aa?aaaruhaa ʿaḏīmatun
“Your country is beautiful and its monuments are great.”

GRAMMATICAL NOTES

الملاحظات النحوية

| | | | | |
|----|--------------------------------|--------------------------|--------------------------|---------------------|
| 1. | مَنْقَرَعُ manqaraʕu | خَفْرَعُ xaʕraʕu | خَوْفُو xuufuu | حَاتِمُ haatimun |
| | أَبُو الْهَوْلِ ʔabu lħawli | سَقَّارَةُ saqqaaratu | الْجِيزَةُ ʔaljiizatu | زُوسَرُ zuusaru |

Each of these nouns denotes a specific person, place or thing. It is, therefore, called a *definite noun*.

| | | | | |
|----|------------------------------------|---|--|--|
| 2. | أَسَدُ ʔasadun a lion | سَيَّارَةُ sayyaaratun a car | صَدِيقُ ṣadiiqun a friend | جَامِعَةٌ jaamiʕatun a university |
| | الْأَسَدُ ʔalʔasadu the lion | السَّيَّارَةُ ʔassayyaaratu the car | الصَّدِيقُ ʔaṣṣadiiqu the friend | الْجَامِعَةُ ʔaljaamiʕatu the University |

Each noun on the first line is indefinite. But with the definite article ʔal «الـ» attached to it, as on the second line, it becomes definite.

3. Two main types of definite nouns are:

(a) Proper nouns.

(b) Nouns defined by the definite article ʔal «الـ» .

EXERCISES

تمارين

1. Fill in the blanks with suitable proper nouns:

- ١ - أَنَّمْ دِرَاسَتُهُ فِي الْجَامِعَةِ .
 ب- الْهَرَمُ الْأَكْبَرُ بَنَاهُ
 ج- الْهَرَمُ الْأَوْسَطُ بَنَاهُ
 د - جِسْمُهُ جِسْمُ أَسَدٍ ، وَرَأْسُهُ رَأْسُ إِنْسَانٍ .
 هـ - الْأَهْرَامُ الثَّلَاثَةُ فِي

2. Fill in the blanks with nouns defined by « الـ » :

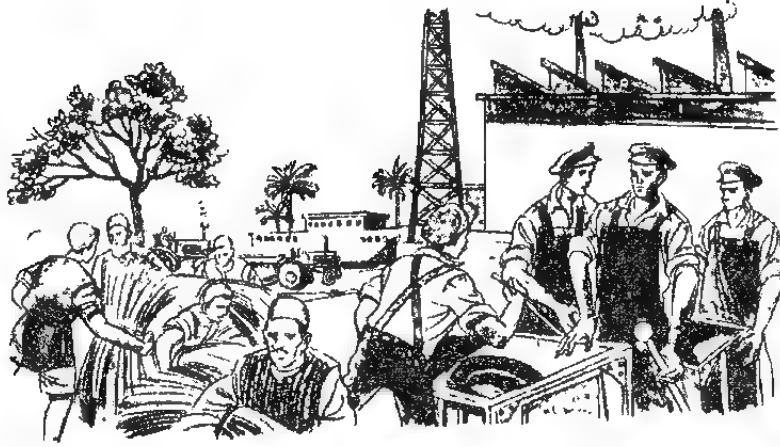
- (١) عَرَفَ حَاتِمٌ كَثِيرًا مِنْ
 (٢) مَا هَذَا يَا حَاتِمُ ؟
 (٣) الْأَكْبَرُ بَنَاهُ خَوْفُو .

3. Prefix « الـ » to each of the following words. Then use each new word in a complete sentence:

شَجَرَةٌ - مَكْتَبَةٌ - مُدَرِّسٌ - جَامِعٌ - فَلَّاحٌ

الدَّرْسُ الْخَادِي وَالسُّتُونُ

Paddarsu lhaadii wassittuuna
Lesson Sixty One



الْعَمَلُ

Paʿṣamalu
Work

قَالَ الْفَلَّاحُ لِابْنِهِ :

qaala lfallaahu libnihi
The farmer said to his son,

أَنَا أَعْمَلُ فِي الْحَقْلِ .

Panaa Paʿṣmalu fi lhaqli
“ I work in the field,

وَأَنْتَ تَتَعَلَّمُ فِي الْمَدْرَسَةِ .

waʿanta tataʿallamu fi lmadrasati
and you learn at school.

نَحْنُ نَعْمَلُ وَنَتَعَلَّمُ .

nahnu naʿmalu wanataʿallamu
We work and learn.”

قَالَتِ الْبِنْتُ لِأُخْتِهَا :

qaalati lbintu li'uxtihaa
The girl said to her sister,



أَنَا عَامِلَةٌ فِي الْمَصْنَعِ ، وَأَنْتِ طَبِيبَةٌ
فِي الْمُسْتَشْفَى .

ʔanaa ʕaamilatun fi lmasnaʕi waʔanti
tabiibatun fi lmustaʕfaa

"I am a worker at the factory and you are
a doctor at the hospital.

نَحْنُ نَعْمَلُ وَنَعْمَدُ وَطَنَنَا .

nahnun naʕmalu wanaʕdumu waṭananaa
We work and serve our country."

قَالَ الْوَلَدُ لِوَالِدَيْهِ :

qaala lwaladu liwaalidayhi
The boy said to his parents,



أَنْتُمَا الْآنَ تَسْتَرِيحَانِ .

ʔantuma lʔanaa tastaarihaani
"You (two) are resting now.

وَأَنَا وَإِخْوَتِي نَعْمَدُكُمْ .

waʔanaa waixwatii naʕdumukumaa
I and my brothers look after you."

نَحْنُ نَعْمَلُ مِنْ أَجْلِ أَسْرَتِنَا وَوَطَنِنَا .

nahnu na'malu min 'ajli 'asratinaa wawataninaa
We work for our family and country."



قَالَ النَّاقِدُ لِلْمُمَثِّلِينَ :

qaala 'nnaaqidu lil-mumathiliina
The critic said to the actors,

أَنْتُمْ تَسْتَحِقُّونَ التَّهْنِئَةَ .

'Antum tastaḥiqquuna 'tahnii'ata
"You deserve to be congratulated.

كُلُّ وَاحِدٍ مِنْكُمْ بَدَلَ جُهِدِهِ .

kullu waahidin minkum baḍala juhduhu
Each one of you did his best,

وَأَدَّى دَوْرَهُ بِنَجَاحٍ .

'wa'addaa dawrahu binajaahin
and played his part successfully."

ثُمَّ انْتَفَتَ إِلَى الْمُثَلَّاتِ وَقَالَ :

thumma 'itafata 'ila 'l-muthallati waqaala
Then he turned to the actresses, and said,

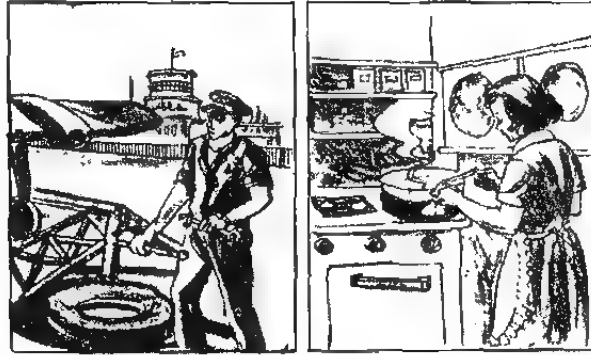
أَنْتُنَّ جَدِيرَاتُ بِالتَّصْفِيقِ .

'Antunna jadiiraatun bittaṣfiiqi
"And you are worthy of applause.

كُلُّ وَاحِدَةٍ أَدَّتْ دَوْرَهَا بِبِرَاعَةٍ .

kullu waahidatin ʔaddat dawrahaa bibaraaʕatin
Each one of you played her part skilfully."

قَالَ الْمَخْرِجُ : نَعَمْ ، هُنَّ جَدِيرَاتٌ بِالتَّصْفِيقِ ، وَهُمْ يَسْتَحِقُّونَ التَّهْنِئَةَ .
qaala lmuṣṭariju naʕam hunna jadiiraatun bittaṣṭiiqi wahum yastahiqquuna ttahniiʔata
The director said : " Yes, they (the actresses) are worthy of applause, and
they (the actors) deserve to be congratulated. "



الزَّوْجَةُ تَعْمَلُ فِي الْبَيْتِ .

ʔazzawjatu taʕmalu fi lḥbayti
The housewife works at home.

هِيَ تَغْسِلُ وَتَكْنُسُ وَتَطْبُخُ وَتُرَبِّي الْأَوْلَادَ

hiya tagsilu wataknisu wataṭṭbuzu waturabbi lʔawlaada
She washes, sweeps, cooks and brings up the children.

وَالزَّوْجُ يَعْمَلُ فِي الْمَطَارِ . وَهُوَ يَعْمَلُ طُولَ النَّهَارِ .

wazzawju yaʕmalu fi lmaṭaari wahuwa yaʕmalu tuula nnahaari
The husband works at the airport. He works all day long.

وَفِي الْمَسَاءِ يَعُودُ إِلَى الْبَيْتِ .

wafi lmasaaʔi yaʕuudu ʔila lḥbayti
In the evening he returns home.

وَبَعْدَ الْعِشَاءِ يَجْلِسُ الْوَالِدَانِ حَوْلَ الرَّادِيُو .

wabaʕda lʕaʕaaʔi yajlisu lwaalidaani hawla rraadyoo
After supper the parents sit by the radio.

هُمَا يُحِبَّانِ الْأَغَانِيَّ وَالْأَحَادِيثَ .

humaa yuhibbaani lʔagaaniya walʔahaadiiea
They like songs and talks.

وَيَذْهَبُ الْأَوْلَادُ إِلَى حُجْرَتِهِمْ .

wayaɖhabu lʔawlaadu ʔilaa hujratihim
The children go to their room.

هُمْ يُحِبُّونَ اللَّعْبَ بِاللُّعْبِ .

hum yuhibbuuna llaʕiba billuʕabi
They like to play with toys.

هَذِهِ أُسْرَةٌ سَعِيدَةٌ .

haaɖihi ʔusratun saʕiidatun
This is a happy family.

GRAMMATICAL NOTES

الملاحظات النحوية

1. Personal pronouns are of two kinds: *separate* and *suffixed*.
2. Following is a table containing the separate pronouns in Arabic.

| الغائب Third Person | المخاطب Second Person | المتكلم First Person | |
|---|---|---|--------------------|
| المذكر - المؤنث feminine - masculine | المذكر - المؤنث feminine - masculine | المذكر - المؤنث feminine - masculine | |
| هيَ she | أنتَ you | أنا I | المفرد Singular |
| هوَ he | أنتِ you | | |
| هُمَا they | أنتُما you | نَحْنُ we | المثنى Dual |
| هُنَّ they | أنْتُنَّ you | نَحْنُ we | الجمع Plural |
| هُمْ they | أنْتُمْ you | | |

3. Note that the first person personal pronouns « أَنَا - نَحْنُ » are the same for both masculine and feminine.

Note that dual pronouns denoting the second and third persons « أَنْتُما - هُمَا » are the same for both masculine and feminine.

4. Suffixed pronouns will be dealt with later on.

EXERCISES

تمارين

1. Underline the separate personal pronoun in each of the following sentences. Then indicate its kind with reference to the table contained in the grammatical notes.

- ا - أَنَا مُهَنْدِسٌ .
 ب - هُمْ اسْتَمَعُوا إِلَى الرَّادِيُو .
 ج - نَحْنُ طُلَّابٌ فِي كَلِيَّةِ الطَّبِّ .
 د - أَنْتِ عَامِلَةٌ مَاهِرَةٌ .
 ه - أَنْتُمَا صَدِيقَانِ مُخْلِصَانِ .

2. Fill in each of the following blanks with a pronoun chosen from those given in brackets:

- (أَنْتُنَّ - نَحْنُ - هُمَا - أَنْتُمَا - هُمْ)
 ا - يُحِبَّانِ الْأَغَانِيَّ وَالْأَحَادِيثَ .
 ب - يُحِبُّونَ اللَّعِبَ بِاللُّعْبِ .
 ج - نَعْمَلُ وَنَخْدُمُ وَطَنَنَا :
 د - قَالَ النَّاقِدُ لِلْمُمَثِّلَاتِ : جَلِيزَاتٌ بِالتَّصْفِيقِ .
 ه - قَالَ الْوَلَدُ لِوَالِدَيْهِ : الْآنَ تَسْتَرِيحَانِ .

3. Fill in the blanks with suitable pronouns:

- ا - زَوْجَانِ سَعِيدَانِ .
 ب - نَعْمَلُ مِنْ أَجْلِ أَسْرَتِنَا وَوَطَنِنَا .
 ج - تَعْمَلِينَ فِي الْمُسْتَشْفَى .
 د - يَجْلِسَانِ حَوْلَ الرَّادِيُو .
 ه - يَعْمَلُ فِي الْمَطَارِ .

4. Rewrite the following sentence addressing the sound masculine plural and the sound feminine plural:

أَنْتَ مُمَثِّلٌ مَاهِرٌ .

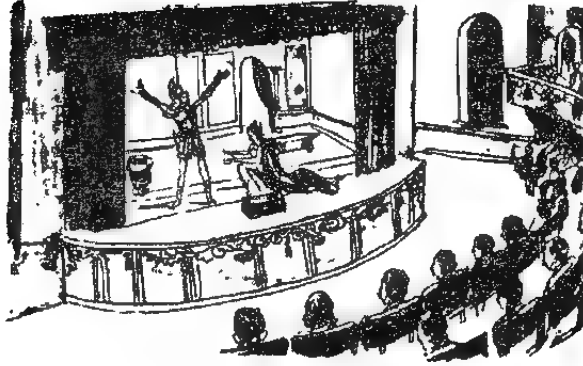
5. Rewrite the following sentence replacing the pronoun « هُوَ » by its dual form and then by its masculine plural form:

هُوَ طَبِيبٌ مَاهِرٌ .

الدَّرْسُ الثَّانِي وَالسُّتُونَ

ʔaddarsu ʕeeaanii wassittuuna

Lesson Sixty Two



فِي الْمَسْرَحِ

fi ʕmasrahi

At the Theatre

دَخَلَ سَالِمٌ وَنَبِيلٌ الْمَسْرَحَ ،

darala saalimun wanabiilunu ʕmasraha
Salim and Nabil went into the theatre,

وَجَلَسَا فِي مَقْعَدَيْنِ مُتَجَاوِرَيْنِ .

wajalasa fi maqʕadayni mutajaawirayni
and sat next to each other.

وَأَمْتَلَأَتِ الْمَقَاعِدُ بِالْمُتَفَرِّجِينَ .

wamtalaʔati ʕmaqaaʕidu bilmutafarrijiina
The seats were occupied by the spectators.

قَرَأَ نَبِيلُ الْبَرْنَامَجِ الَّذِي فِي يَدِهِ .

qaraʔa nabiilunu lbarnaamaja llaḏii fii yadihi
Nabil read the programme that he had in his hand.

وَعَرَفَ اسْمَ الرُّوَايَةِ الَّتِي سَيُشَاهِدُهَا .

waʕarafa sma rriwaayati llatii sayuʕaahiduhaa
He knew the title of the play he was going to see.

وَعَرَفَ الْمُثْمَلِ الَّذِي يَقُومُ بِدَوْرِ الْبَطْلِ ،

waʕarafa lmumaeeila llaḏii yaquumu bidawri lbatali
He knew the actor who was going to play the part of the hero,

وَالْمُثَلَّةِ الَّتِي تَقُومُ بِدَوْرِ الْبَطْلَةِ .

walmumaeeilata llatii taquumu bidawri lbatalati
and the actress who was going to play the part of the heroine.

وَعَرَفَ الْمُثْمِلِينَ الَّذِينَ يَقُومُونَ بِأَدْوَارِ الرِّجَالِ ،

waʕarafa lmumaeeilina llaḏiina yaquumuuna biʔadwaari rrijaali
He knew those who were going to act the men's parts,

وَالْمُثَلَّاتِ اللَّاتِي يَقْمْنَ بِأَدْوَارِ النِّسَاءِ .

walmumaeeilaati llaatii yaqumna biʔadwaari nnisaaʔi
and those who were going to act the women's parts.

وَبَعْدَ قَلِيلٍ انْطَفَأَتِ الْأَنْوَارُ الَّتِي فِي الْقَاعَةِ .

wabaʕda qaliilin intafaʔati lʔanwaaru llatii fi lqaaʕati
After a while, the lights in the hall went off.

وَبَدَأَ التَّمْثِيلُ .

wabadaʔa ttameiilu
The play began.

وَبَعْدَ ثَلَاثِ سَاعَاتٍ انْتَهَتْ الْمَسْرَحِيَّةُ .

wabaʕda ealasei saaʕatin intahati lmasrahiyyatu
After three hours the play was over.

وَخَرَجَ سَالِمٌ وَنَبِيلٌ مِنَ الْمَسْرَحِ .

waxaraja saalimun wanabiilun mina lmasrahi
Salim and Nabil left the theatre.

وَقَالَ سَالِمٌ لِنَبِيلٍ :

waqaala saalimun linabiilin
Salim said to Nabil,

مَاذَا أَعْجَبَكَ فِي الْمَسْرَحِيَّةِ ؟

maaɖaa ʔaʕjabaka fi lmasrahiyyati
“What did you like in the play?”

قَالَ نَبِيلٌ :

qaala nabiilun
Nabil said,

أَعْجَبَتْنِي الْمُثَلَّتَانِ اللَّتَانِ ظَهَرَتَا فِي الْفَصْلِ الْأَوَّلِ ،

ʔaʕjabatni lmumaœilataani llataani ɖaharataa fi lfaʕli lʔawwali
“I liked the two actresses who appeared in the first act,

وَالْمُغَنِّيَانِ اللَّذَانِ كَانَا فِي الْفَصْلِ الْأَخِيرِ .

walmuganniyaani llaɖaani kaanaa fi lfaʕli lʔaxiiri
and the two singers who took part in the last act.”

GRAMMATICAL NOTES

الملاحظات النحوية

| | |
|-------------|------------|
| 1. Pallaḍii | الَّذِي |
| Pallatīi | الَّتِي |
| Pallaḍaani | الَّذَانِ |
| Pallataani | الَّتَانِ |
| Pallaḍiina | الَّذِينَ |
| Pallaatiī | الَّلَاتِي |

The words listed above are the *relative pronouns* in Arabic.

2. Pallaḍii الَّذِي is the relative pronoun for the masculine singular (both human and non-human):

a - Denoting a human being:

عَرَفَ الْمُثْمَلُ الَّذِي يَقُومُ بِدَوْرِ الْبَطْلِ .

الَّذِي is related to الممثل (a human being).

b - Denoting a non-human (a thing):

قَرَأَ الْبَرْنَامَجَ الَّذِي فِي يَدِهِ .

الَّذِي is related to البرنامج (a thing).

3. Pallatīi الَّتِي is the relative pronoun for the feminine singular (both human and non-human):

a - Denoting a human being:

عَرَفَ الْمُثْمَلَةُ الَّتِي تَقُومُ بِدَوْرِ الْبَطْلَةِ .

الَّتِي is related to الممثلة (a human being).

b - Denoting a non-human (thing):

عَرَفَ اسْمَ الرُّوَايَةِ الَّتِي سَيَسْأَلُهَا .

التي is related to الرواية (a thing).

4. a - Pallaḏaani اللَّذَانِ is the relative pronoun for the masculine dual (both human and non-human):

أَعْجَبَنِي الْمُغَنِّيَانِ اللَّذَانِ كَاتَا فِي الْفَصْلِ الْأَخِيرِ .

اللذان is related to المغنيان (human dual).

أَعْجَبَنِي الْكِتَابَانِ اللَّذَانِ قَرَأْتُهُمَا .

اللذان is related to الكتابان (non-human dual).

- b - Pallataani اللَّتَانِ is the relative pronoun for the feminine dual (both human and non-human).

أَعْجَبَتْنِي الْمُثَلَّتَانِ . اللَّتَانِ ظَهَرَتَا فِي الْفَصْلِ الْأَوَّلِ .

اللتان is related to المثلتان (human dual).

أَعْجَبَتْنِي الْمَسْرُحِيَّتَانِ اللَّتَانِ شَاهَدْتُهُمَا .

اللتان is related to المسرحيتان (non-human dual).

5. Pallaḏiina الَّذِينَ is the relative pronoun for the masculine plural. It is used only for human beings.

عَرَفَ الْمُثَلِّلِينَ الَّذِينَ يَقُومُونَ بِأَدْوَارِ الرُّجَالِ .

6. Pallaatii اللَّاتِي is the relative pronoun for the feminine plural. It is used only for human beings.

عَرَفَ الْمُثَلَّلَاتِ اللَّاتِي يَقُمنَ بِأَدْوَارِ النِّسَاءِ .

7. Pallatii الَّتِي is also used for non-human plurals.

بَعْدَ قَلِيلٍ انْطَفَأَتِ الْأَنْوَارُ الَّتِي فِي الْقَاعَةِ .

| الجمع <i>Plural</i> | | المثنى <i>Dual</i> | | المفرد <i>Singular</i> | |
|------------------------------|----------------------|--|-----------|--|----------------------------|
| غير عاقل <i>Non-human</i> | عاقل <i>Human</i> | عاقل وغير عاقل <i>Human & Non-human</i> | | عاقل وغير عاقل <i>Human & Non-human</i> | النوع <i>Gender</i> |
| الَّتِي | الَّذِينَ | الَّذَيْنِ | الَّذَانِ | الَّذِي | المذكر <i>Masculine</i> |
| الَّتِي | الَّتَاتِي | الَّتَيْنِ | الَّتَانِ | الَّتِي | المؤنث <i>Feminine</i> |

تمارينEXERCISES

1. Fill in the blanks with suitable relative pronouns:

- (أ) الرَّوَايَةُ شَاهَدَهَا سَالِمٌ وَتَبِيلٌ جَمِيلَةٌ .
 (ب) أَعْجَبَنِي الْمُثَلُّ قَامَ بِدَوْرِ الْبَطْلِ .
 (ج) ضَحِكَ الْمُتَقَرِّجُونَ شَاهَدُوا الرَّوَايَةَ .
 (د) أَعْجَبَنِي الْمُثَلَّةُ قَامَتْ بِدَوْرِ الْبَطْلَةِ .

2. Fill in each of the blanks with a relative pronoun chosen from those given in brackets:

- (أ) الْحَقِيبَةُ يَحْمِلُهَا رَاشِدٌ صَغِيرَةٌ . (الَّذان . التي . اللذين)
 (ب) الْخُبْزُ يُصْنَعُ مِنَ الْقَمْحِ لَذِيذٌ . (اللاتى . اللتان . الذى)
 (ج) الْفَلَّاحَاتُ يَحْلُبْنَ الْبَقَرَةَ نَشِيطَاتٌ . (اللذان . اللاتى . التى)
 (د) الطَّائِرَةُ تَطِيرُ فِي الْهَوَاءِ سَرِيعَةً . (الذى . الذى . الذين)
 (هـ) التَّلْمِيزَانِ ذَاكِرَا دُرُوسَهُمَا تَاجِحَانِ . (اللتان . اللذان)

3. الْمُثَلَّةُ الَّتِي عَلَى الْمَسْرَحِ بَطْلَةٌ .

a - Replace the noun الممثلة by its dual form and make other necessary changes.

b - Replace the noun الممثلة by its plural form and make other necessary changes.

4. آفْلَاحُ الَّذِي فِي الْحَقْلِ مُجْتَهِدٌ .

a - Replace the noun الفلاح by its dual form and make other necessary changes .

b - Replace the noun الفلاح by its plural form and make other necessary changes.

الدَّرْسُ الثَّالِثُ وَالسُّتُونَ

Paddarsu eesaliyu wassittuuna
Lesson Sixty Three



مَجَلَّةُ نَبِيلٍ وَمَجَلَّةُ نِهَادَ

majallatu nabiilin wamajallatu nihaada
Nabil's Magazine and Nihad's Magazine

نَبِيلٌ يَشْتَرِي مَجَلَّتَهُ كُلَّ أُسْبُوعٍ .

nabiilun yaštari majallatahu kulla fusbuuſin
Nabil buys his magazine every week.

وَنِهَادُ تَشْتَرِي مَجَلَّتَهَا كُلَّ أُسْبُوعٍ .

wanihaadu taštarii majallatahaa kulla fusbuuſin
And Nihad buys her magazine every week.

قَالَ نَبِيلٌ لِوَالِدِهِ :

qaala nabiilun liwaalidihi
Nabil said to his father,

هَذَا هُوَ الْعَدَدُ الْجَدِيدُ مِنْ مَجَلَّتِي .

haadha huwa l'adadu l'jadiidu min majallatii
"This is the new issue of my magazine."

وَقَالَتْ نِهَادُ لِوَالِدِهَا :

waqaalat nihaadu liwaalidihaa
Nihad said to her father,

هَذِهِ مَجَلَّتِي . اشْتَرَيْتُهَا هَذَا الصَّبَاحَ .

haaḏihi majallatii ṣiṣṭaraytuhaa haaḏa ṣṣabaaha
"This is my magazine. I bought it this morning."

سَأَلَ سَالِمُ ابْنَهُ :

saʔala saalimuni bnahu
Salim asked his son,

هَلْ أَغْجَبَكَ الْعَدَدُ الْجَدِيدُ ؟

hal ʔaʔjabaka ḥṣadadu ḥjadiidu
"Did you like the new issue ?"

أَجَابَ نَبِيلٌ :

ʔajaaba nabiiun
Nabil answered,

نَعَمْ يَا أَبِي ، أَفْضَلُهُ عَلَى عَدَدِ الْأُسْبُوعِ الْمَاضِي .

naʕam yaa ʔabii ʔufaḍḍihuhu ʕalaa ṣadadi ḥusbuuʕii ḥmaadii
"Yes, father. I prefer it to last week's issue."



هَذَا الْعَدَدُ خَيْرٌ مِنْ ذَلِكَ الْعَدَدِ .

haaḏa ḥṣadadu ṣayrun min ḥaalika ḥṣadadi
"This issue is better than that (last week's) issue."

وَقَالَتْ نِهَادُ :

waqaalat nihaadu
Nihad said,

كَانَتْ مَجَلَّتِي لَطِيفَةً ذَلِكَ الْأُسْبُوعَ . وَهِيَ لَطِيفَةٌ أَيْضاً هَذَا الْأُسْبُوعَ .

kaanat majallatii latîifatan ðaalika l'usbuu'a wahiya latîifatun faydan
haaða l'usbuu'a

"Last week's magazine was nice. This week's magazine is nice, too."

هِيَ لَطِيفَةٌ تِلْكَ الْمَرَّةَ وَهَذِهِ الْمَرَّةَ .

hiya latîifatun tilka imarrata wanaaðini imarrata

It was nice that time and it is nice this time."

سَأَلَ سَالِمٌ ابْنَتَهُ :

saʔala saalimuni bnatahu

Salim asked his daughter,

مَنْ أَبْطَالُ مَجَلَّتِكَ هَذَا الْأُسْبُوعَ ؟

man fabʔaalu majallaʔiki haaða l'usbuu'a

"What heroes (characters) are in this week's magazine ?"

فَتَحَتْ نِيهَاذُ مَجَلَّتَهَا وَقَالَتْ :

fatahat nihaadu ʔatahaa waqaalat

Nihad opened her magazine and said,

هَذَا بَطْلٌ ، وَهَذَا بَطْلٌ ، وَهَذِهِ بَطْلَةٌ ، هَؤُلَاءِ أَبْطَالُ مَجَلَّتِي .

haaða batalun wahaaða batalun wahaaðihi baʔalatun haʔulaaʔi fabʔaalu
majallatii

"This is a hero and this is a hero and this is a heroine. These are the heroes
of my magazine."

وَسَأَلَ سَالِمٌ ابْنَهُ :

wasʔala saalimuni bnahu

Salim asked his son,

كَمْ قِصَّةً فِي مَجَلَّتِكَ هَذِهِ الْمَرَّةَ ؟

kam qiṣṣatan fii majallatika haaðihi imarrata

"How many stories are there in your magazine this time ?"

فَتَحَ نَبِيلٌ مَجَلَّتَهُ وَقَالَ :

fataha nabiilun majallatahu waqaala
Nabil opened his magazine and said,

هَذِهِ قِصَّةٌ ، وَهَذِهِ قِصَّةٌ ، وَهَذِهِ قِصَّةٌ ثَلَاثٌ .

haaḏihi qissatun wahaaḏihi qissatun wahaaḏihi qissatun haaḏihi qisasun ealaaoun
"This is a story and this is a story and this is a story These are three stories."

قَالَ سَالِمٌ :

qaala saalimun
Salim said,

وَهَلْ أَعْجَبَتْكَ هَذِهِ الْقِصَصُ يَا نَبِيلُ ؟

wahal faʿjabatka haaḏihi lqisasu yaa nabiilu
"Did you like these stories, Nabil ? "

أَجَابَ نَبِيلٌ :

faaaba nabiilun
Nabil answered,

نَعَمْ يَا أَبِي . أَفْضَلُهَا عَلَى قِصَصِ الْأُسْبُوعِ الْمَاضِي .

naʿam yaa abii fafaḏḏiluhaa salaa qisasi lpusbuuʿi lmaadii
"Yes, father. I prefer them to last week's (stories).

هَذِهِ الْقِصَصُ خَيْرٌ مِنْ تِلْكَ الْقِصَصِ .

haaḏihi lqisasu xayrun min tilka lqisasi
These stories are better than those (last week's)."

هَؤُلَاءِ الْأَبْطَالُ أَكْثَمُ مِنْ أَوْلَئِكَ الْأَبْطَالِ .

haaʿulaaʾi lʾabtaalu faʿḏamu min ʾulaaʾika lʾabtaali
These heroes are greater than those (last week's) heroes. "

الملاحظات النحوية

1. haaʕaa هَذَا , haaʕihi هَذِهِ , haaʔulaaʔi هَؤُلَاءِ are demonstrative pronouns denoting what is near the speaker.

(a) هَذَا بَطْلٌ . هَذَا هُوَ الْعَدَدُ الْجَدِيدُ .
هَذِهِ بَطْلَةٌ . هَذِهِ مَجَلَّتِي .

haaʕaa هَذَا denotes the masculine singular, human (بطل) or non-human (العدد).
haaʕihi هَذِهِ denotes the feminine singular, human (بطلة) or non-human (مجلتي).

(b) هَؤُلَاءِ أَبْطَالٌ مَجَلَّتِي . هَؤُلَاءِ بَطَلَاتٌ مَجَلَّتِي .

haaʔulaaʔi هَؤُلَاءِ denotes human plurals, either masculine (أبطال) or feminine (بطلات).

(c) هَذِهِ أَعْدَادُ الْمَجَلَّةِ . هَذِهِ قِصَصٌ ثَلَاثٌ .

haaʕihi هَذِهِ denotes non-human plurals, either masculine (أعداد) or feminine (قصص).

2. ʕaalika ذَلِكَ , tilka تِلْكَ , ʔulaaʔika أُولَئِكَ are demonstrative pronouns denoting what is distant from the speaker.

(a) ذَلِكَ بَطْلٌ . هَذَا الْعَدَدُ خَيْرٌ مِنْ ذَلِكَ الْعَدَدِ .
تِلْكَ بَطْلَةٌ . كَانَتْ الْمَجَلَّةُ لَطِيفَةً تِلْكَ الْمَرَّةَ .

ʕaalika ذَلِكَ denotes the masculine singular, either human (بطل) or non-human (عدد).

tilka تِلْكَ denotes the feminine singular, either human (بطلة) or non-human (المرءة).

- (b) هَؤُلَاءِ الْأَبْطَالُ أَكْثَمُ مِنْ أُولَئِكَ الْأَبْطَالِ .
هَؤُلَاءِ الْبَطَلَاتُ أَكْثَمُ مِنْ أُولَئِكَ الْبَطَلَاتِ .

PulaaPika أُولَئِكَ denotes human plurals, either masculine (الابطال) or feminine (البطالات).

- (c) هَذِهِ الْأَعْدَادُ خَيْرٌ مِنْ تِلْكَ الْأَعْدَادِ .
هَذِهِ الْقِصَصُ خَيْرٌ مِنْ تِلْكَ الْقِصَصِ .

tilka تِلْكَ denotes non-human plurals, either masculine (الأعداد) or feminine (القصاص).

| للبعيد distant | للقريب near | |
|--------------------|--------------------|--|
| ذَلِكَ that | هَذَا this | المفرد المذكر masculine singular |
| تِلْكَ that | هَذِهِ this | المفردة المؤنثة feminine singular |
| أُولَئِكَ those | هَؤُلَاءِ these | الجمع العاقل plural (human) |
| تِلْكَ those | هَذِهِ these | الجمع غير العاقل plural (non-human) |

تجربيات

EXERCISES

1. Fill in the blanks with suitable demonstrative pronouns:

- (أ) هُوَ الْعَدَدُ الْجَدِيدُ مِنْ مَجَلَّتِي .
 (ب) مَجَلَّتِي اشْتَرَيْتُهَا الصَّبَاحَ .
 (ج) هَذَا الْعَدَدُ خَيْرٌ مِنْ الْعَدَدِ .
 (د) هَذِهِ الْقِصَصُ خَيْرٌ مِنْ الْقِصَصِ .
 (هـ) أَبْطَالَ مَجَلَّتِي .

2. Fill in the blanks with « هَذَا » or « هَذِهِ » :

- (أ) الْغُرَابُ يَشْرَبُ مِنْ الْقَنَاقَةِ .
 (ب) غُرَابٌ ، وَ حَمَامَةٌ .
 (ج) بَطَّةٌ ، وَ وَزَّةٌ .
 (د) أَعْمَدَةُ التَّلْبِفُونِ وَالتَّلْغَرَفِ .
 (هـ) الْبَيْتُ صَحِيٌّ .

3. Fill in the blanks « ذَلِكَ » or « تِلْكَ » :

- (أ) الْقَصْرُ جَمِيلٌ .
 (ب) أَغْلِقُوا النِّوَافِذَ عِنْدَ النَّوْمِ .
 (ج) السُّورُ مُرْتَفِعٌ .
 (د) نَافُورَةٌ جَدِيدَةٌ .
 (هـ) هَذِهِ سَاعَةٌ جَدِيدَةٌ وَ سَاعَةٌ قَدِيمَةٌ .

4. Fill in the blanks with « ذَلِكَ » or « أُولَئِكَ » :

- ا - تَقِفُ الطَّائِرَةُ فِي الْمَطَارِ .
 ب - الْمُسَافِرُونَ يَجْلِسُونَ فِي الطَّائِرَةِ .
 ج - الطَّيَّارُ يَرْكَبُ الطَّائِرَةَ .

5. Replace « هَذَا » by « هَؤُلَاءِ » and make other necessary changes:

- ا - يَسْتَرِيحُ هَذَا الْعَامِلُ .
 ب - يُلَوِّحُ هَذَا الصَّدِيقُ بِمِنْدِيلِهِ .
 ج - يُمَثِّلُ هَذَا التِّلْمِيزُ عَلَى الْمَسْرَحِ .

الدَّرْسُ الرَّابِعُ وَالسُّتُونُ

Paddarsu rraabiisu wassittuuna

Lesson Sixty Four



جَمْعُ الطَّوَابِعِ

jamʕu tṭawaabiʕi

Collecting Stamps

نَبِيلٌ وَنِهَادٌ يُحِبَّانِ جَمْعَ الطَّوَابِعِ .

nabiilun wanihaadu yuhibbaani jamʕa tṭawaabiʕi

Nabil and Nihad like collecting stamps.

هَذِهِ مَجْمُوعَةُ نَبِيلٍ ، وَهَذِهِ مَجْمُوعَةُ نِهَادٍ .

haaḏihi majmuuʕatu nabiilin wahaaḏihi majmuuʕatu nihaada

This is Nabil's collection and this is Nihad's collection.

هَاتَانِ مَجْمُوعَتَانِ مِنْ طَوَابِعِ الْبَرِيدِ .

haataani majmuuʕataani min ṭawaabiʕi lbariidi

These are two collections of post stamps.

فَتَحَ نَبِيلٌ مَجْمُوعَتَهُ ، وَقَالَ لِنِهَادٍ :

fataha nabiilun majmuuʕatahu waqaala linihaada

Nabil opened his stamp collection (stamp album) and said to Nihad,

هَذِهِ الصَّفْحَةُ لِطَوَابِعِ الْأُرْدُنِّ ،

haaḏihi ṣṣafḥatu liṭawaabiṣi lPurdunni
 "This page is for Jordanian stamps,

وَهَذِهِ الصَّفْحَةُ لِطَوَابِعِ الْعِرَاقِ .

waḥaaḏihi ṣṣafḥatu liṭawaabiṣi lṢiraaqi
 and this page is for Iraqi stamps.

هَاتَانِ الصَّفْحَتَانِ لِطَوَابِعِ الْأُرْدُنِّ وَالْعِرَاقِ .

haataani ṣṣafḥataani liṭawaabiṣi lPurdunni walṢiraaqi
 These two pages are for Jordanian and Iraqi stamps.

أُنْظِرْنِي إِلَى هَذَا الطَّابَعِ وَإِلَى هَذَا الطَّابَعِ .

Ṣunḏurii Ṣilaa haaḏa ṭṭaabaṣi waṢilaa haaḏa ṭṭaabaṣi
 Look at this stamp and at this stamp.

هَذَانِ طَابِعَانِ تَادِرَانِ ، أَرْسَلَهُمَا صَدِيقَانِ مِنْ هَذَيْنِ الْبَلَدَيْنِ الْعَرَبِيَّيْنِ .

haaḏaani ṭaabaṣaani naadiraani Ṣarsalahumaa ṣadiiqaani min
 haaḏayni lbaladayni lṢarabiyyayni

These are two rare stamps. Two friends from these two Arab countries have sent them.

أَنَا أَتَبَادَلُ الرِّسَائِلَ مَعَ هَذَيْنِ الصَّدِيقَيْنِ .

Ṣanaa Ṣatabaadalū rrasaaṣila maṣa haaḏayni ṣṣadiiqayni
 I correspond with these two friends.

أَكْتُبُ إِلَيْهِمَا وَيَكْتُبَانِ إِلَيَّ مُنْذُ زَمَنْ طَوِيلٍ .

Ṣaktubu Ṣilayhimaa wayaktubaani Ṣilayya munḏu zamanin ṭawiiin
 We have been corresponding with each other for a long time.

أَرْسِلُ إِلَيْهِمَا طَوَابِعَ جُمْهُورِيَّةِ مِصْرَ الْعَرَبِيَّةِ وَيُرْسِلَانِ إِلَيَّ
 طَوَابِعَ الْعِرَاقِ وَالْأُرْدُنِّ .

Ṣursilu Ṣilayhimaa ṭawaabiṣa jāmhuuriyyati miṣri lṢarabiyyati wayursilaani Ṣilayya
 ṭawaabiṣa lṢiraaqi walPurdunni

I send them Egyptian stamps and they send me Jordanian and Iraqi stamps."



قَالَتْ نِهَادُ :

qaalat nihaadu
Nihad said,

وَأَنَا أَتَبَادَلُ الرِّسَائِلَ وَالطَّوَابِعَ مَعَ صَدِيقَةٍ فِي الْحَبَشَةِ وَصَدِيقَةٍ فِي
السُّودَانِ .

waʔanaa ʔatabaadaluu rrasaaʔila wattawaabiʕa maʕa sadiiqatin fi lhabaʕati
wasadiiqatin fi ssuudaani
"I correspond and exchange stamps with a (girl) friend in Ethiopia and a (girl)
friend in the Sudan.

أَعْرِفُ هَاتَيْنِ الصَّدِيقَتَيْنِ مِنْذُ زَمَنٍ قَصِيرٍ .

ʔaʕrifu haatayni ssadiiqatayni minḏu zamanin qasirin
I have known these two friends for a short time.

فِي مَجْمُوعَتِي طَوَابِعُ مِنْ هَذَيْنِ الْبَلَدَيْنِ الْإِفْرِيقِيَّيْنِ .

fi majmuuʕatii ʔawaabiʕu min haaḏayni lbaladayni lʔifriiqiyyayni
In my stamp collection there are stamps from these two African countries."

وَفَتَحَتْ نِهَادُ مَجْمُوعَتَهَا وَقَالَتْ :

wafatahat nihaadu majmuuʕatahaa waqaalat
Nihad opened her stamp collection (stamps album) and said,

أَنْظُرْ إِلَى هَذَا الطَّابِعِ السُّودَانِيِّ ، وَإِلَى هَذَا الطَّابِعِ الْحَبَشِيِّ .

Pundur pilaa haada ttaabaʿi ssuudaaniyyi wa pilaa haada ttaabaʿi Ihabaʿiyyi
 " Look at at this Sudanese stamp and at this Ethiopian stamp.

هَذَانِ الطَّابِعَانِ أَحَدَتُ الطَّوَابِعِ فِي مَجْمُوعَتِي .

haadaani ttaabaʿaani ʔahdaʿu ttawaabiʿi fi majmuuʿatii
 These two stamps are the latest in my collection."

الْمَلَحَظَاتُ النَّحْوِيَّةُ

1. هَذَا طَابِعٌ وَهَذَا طَابِعٌ . هَذَانِ طَابِعَانِ .
أُنْظِرْ إِلَى هَذَا الطَّابِعِ وَإِلَى هَذَا الطَّابِعِ . أُنْظِرْ إِلَى هَذَيْنِ الطَّابِعَيْنِ .

هَذَانِ and هَذَيْنِ are the two dual forms of the masculine singular demonstrative pronoun هَذَا . The use of هَذَانِ or هَذَيْنِ is determined by certain grammatical rules which will be dealt with later on.

Thus: هَذَا + هَذَا = هَذَانِ (هَذَيْنِ)

2. هَذِهِ مَجْمُوعَةٌ نَبِيلٍ . وَهَذِهِ مَجْمُوعَةٌ نِهَادٍ . هَاتَانِ مَجْمُوعَتَانِ .
أَكْتُبْ إِلَى هَذِهِ الصَّدِيقَةِ ، وَإِلَى هَذِهِ الصَّدِيقَةِ . أَكْتُبْ إِلَى
هَاتَيْنِ الصَّدِيقَتَيْنِ .

هَاتَانِ and هَاتَيْنِ are the two dual forms of the feminine singular demonstrative pronoun هَذِهِ . The use of هَاتَانِ or هَاتَيْنِ is also determined by certain grammatical rules which will be dealt with later on.

Thus: هَذِهِ + هَذِهِ = هَاتَانِ (هَاتَيْنِ)

EXERCISES

تمرينات

1. Fill in the blanks with suitable demonstrative pronouns:

- ا - هَذِهِ مَجْمُوعَةٌ نَبِيلٌ ، وَ مَجْمُوعَةٌ نِهَادٌ .
- ب - الصَّفْحَتَانِ لِطَوَائِعِ الْأُرْدُنِّ وَالْعِرَاقِ .
- ج - الطَّابِعَانِ أَخَذْتُ الطَّوَائِعِ فِي مَجْمُوعَتِي .
- د - الطَّابِعَانِ تَادِرَانِ .
- ه - أَعْرِفُ الصَّدِيقَتَيْنِ .

2. Fill in the blanks with « هَذَانِ » or « هَاتَانِ » :

- ا - الزَّهْرَتَانِ مِنَ الزُّجَاجِ .
- ب - الْفَلَّاحَانِ يَتَنَاوَلَانِ طَعَامَ الْغَدَاءِ .
- ج - الْقَنَاتَانِ تَجْرِيَانِ بَيْنَ حُقُولِ الْقُطْنِ وَالْقَصَبِ .
- د - صُورَتَانِ مُلَوَّنَتَانِ .
- ه - قَلَمَانِ رَخِصَانِ .
- و - جَرِيدَتَانِ : جَرِيدَةُ الصَّبَاحِ وَجَرِيدَةُ الْمَسَاءِ .
- ز - الْحَائِطَانِ عَالِيَانِ .

3. Fill in the blanks with « هَذَيْنِ » or « هَاتَيْنِ » :

- ا - هِنْدٌ تَضَعُ الْخُضَرَ فِي السَّلَتَيْنِ .
- ب - يَحْمِلُ الْمُسَافِرَانِ الْحَقِيبَتَيْنِ .
- ج - فِي الصُّنْدُوقَيْنِ أَرْزٌ وَسُكَّرٌ .
- د - قَطَفْتُ وَدَادُ الْوَرْدَتَيْنِ .

- هـ - نَبِيلٌ يَضَعُ الطَّابِعِينَ فِي مَجْمُوعَتِهِ .
و - يَقْرَأُ التَّلْمِيزَانِ فِي الْكِتَابَيْنِ .

4. Substitute « هَذَا » by « هَذَانِ » and change the rest of each sentence accordingly:

- ا - هَذَا حَيَوَانٌ مُفْتَرَسٌ .
ب - هَذَا فَلَاحٌ كَسَلَانٌ .
ج - هَذَا الطَّبَقُ لَدِيدٌ .
د - هَذَا مُذِيعٌ لِلْأَخْبَارِ .

5. Substitute « هذه » by « هَاتَانِ » and change the rest of each sentence accordingly:

- ا - هَذِهِ رِوَايَةٌ جَمِيلَةٌ .
ب - هَذِهِ قِصَّةٌ مُصَوَّرَةٌ .
د - هَذِهِ سَلَّةٌ لِلْمُهْمَلَاتِ .
ج - هَذِهِ الشَّجَرَةُ عَالِيَةٌ .

الدَّرْسُ الْخَامِسُ وَالسُّتُونَ
ʔaddarsu l-xaamisu wassittuuna
Lesson Sixty Five



مُجَلِّدُ الْكُتُبِ
mujallidu l-kutubi
The Bookbinder

هَذِهِ مَجَلَّةُ نَبِيلٍ ، وَتِلْكَ مَجَلَّةُ نِهَادٍ .

haaḏihi majallatu nabīlin watilka majallatu nihaada
This is Nabil's magazine, and that is Nihad's magazine.

قَرَأَ نَبِيلٌ مَجَلَّتَهُ ، وَوَضَعَهَا عَلَى مَكْتَبِهِ .

qaraʔa nabīlun majallatahu wawaḏaʕasahaa ʕalaa maktabihi
Nabil read his magazine and put it on his desk.

وَقَرَأَتْ نِهَادٌ مَجَلَّتَهَا ، وَوَضَعَتْهَا عَلَى مَكْتَبِهَا .

waqaraʔat nihaadu majallatahaa wawaḏaʕasahaa ʕalaa maktabihaa
Nihad read her magazine and put it on her desk.

هَذَا مَكْتَبُ نَبِيلٍ ، وَذَلِكَ مَكْتَبُ نِهَادٍ .

haaḏaa maktabu nabīlin waḏaalika maktabu nihaada
This is Nabil's desk and that is Nihad's desk.

قَالَ الْوَالِدُ لِنَبِيلٍ :

qaala l-waalidu linabīlin
Nabil's father said to him,

يَا نَبِيلُ ، اِجْمَعِ اَعْدَادَ مَجَلَّتِكَ فِي مُجَلَّدَاتٍ .

yaa nabiilu ?ijmaʿi ʔaʕdaada majallatika fi mujalladaatin

“Put the issues of your magazine together in volumes, Nabil.”

وَقَالَ لِنِهَادَ :

waqaala linahaada

And he said to Nihad,

وَأَنْتِ يَا نِهَادُ ، اِجْمَعِي اَعْدَادَ مَجَلَّتِكَ فِي مُجَلَّدَاتٍ .

waʔanti yaa nihaadu ?ijmaʕii ʔaʕdaada majallatiki fi mujalladaatin

“You too, Nihad, put the issues of your magazine together in volumes.”

قَالَ الْوَالِدُ لِنَبِيلٍ وَنِهَادَ :

qaala lwaalidu, linabiilin wanihaada

He said to Nabil and Nihad,

اِجْمَعَا اَعْدَادَ السَّنَةِ الْوَاحِدَةِ فِي مُجَلَّدٍ وَاحِدٍ .

?ijmaʕaa ʔaʕdaada ʕsanati lwaahidati fi mujalladin waahidin

“Put the issues of each year together in one volume.”

قَالَ نَبِيلُ :

qaala nabiilun

Nabil said,

فَكَّرْتُ فِي هَذَا مِنْ قَبْلُ . سَأَذْهَبُ إِلَى الْمُجَلِّدِ غَدًا .

fakkartu fi haaʕaa min qablu saʔaʕhabu ʔila lmujaallidi gadan

“I have already thought of this. I'll go to the bookbinder tomorrow.”

سَأَلَتْ نِهَادُ :

saʔalat nihaadu

Nihad asked,

أَيْنَ دُكَّانُ هَذَا الْمُجَلِّدِ يَا نَبِيلُ ؟

ʔayna dukkaanu haaʕa lmujaallidi yaa nabiilu

“Where is this bookbinder's shop, Nabil ?”

أَجَابَ نَبِيلٌ : دُكَّانُهُ فِي شَارِعٍ قَرِيبٍ . ذَهَبْتُ إِلَيْهِ مَرَّةً مَعَ أَحَدِ
الْأَصْدِقَاءِ .

Ƣajaaba nabiilun dukkaanuhu fii ʕaariʕin qariibin ɔahabtu Ƣilayhi marratan maʕa
Ƣahadi lƢaʕdiqaaʕi

Nabil answered, "It's in a nearby street. I have been there once with one of my friends."

قَالَتْ نِهَادٌ : سَأَذْهَبُ إِلَيْهِ مَعَكَ .

qaalat nihaadu saʔaɔhabu Ƣilayhi maʕaka

Nihad said, "I'll go to it with you."

وَفِي صَبَاحِ الْعَدِ جَمَعَ نَبِيلٌ وَنِهَادٌ أَعْدَادَ السَّنَةِ الْمَاضِيَةِ ،

wafii ʕabaahi lɔadi jamaʕa nabiilun wanihaadu Ƣaʕdaada ʕsanati lmaaɔiyati

Next morning Nabil and Nihad collected last year's issues,

وَذَهَبَا إِلَى دُكَّانِ ذَلِكَ الْمُجَلِّدِ .

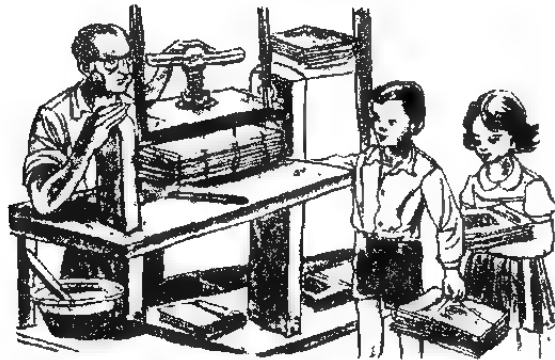
waɔhabaa Ƣilaa dukkaani ɔaalika lmujallidi

and went to that bookbinder's shop.

نَبِيلٌ وَنِهَادٌ : السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ .

nabiilun wanihaadu Ƣassalaamu ʕalaykum warahmatu llaahi

Nabil and Nihad, "May peace and God's mercy be upon you."



الْمُجَلِّدُ : وَعَلَيْكُمَا السَّلَامُ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ .

Ƣalmujallidu waʕalaykuma ʕsalaamu warahmatu llaahi wabarakaatuhu

The bookbinder, "May peace and God's mercy and blessings be upon you, too."

نَبِيلٌ : نَحِبُ تَجْلِيدَ هَاتَيْنِ الْمَجْمُوعَتَيْنِ .

nabiilun nuhibbu tajliida haatayni Imajmuusatayni

Nabil: " We would like to have these two collections bound."

الْمُجَلَّدُ : عِنْدِي نَوْعَانِ مِنَ التَّجْلِيدِ . النَّوعُ الْأَوَّلُ تَجْلِيدٌ بِالْقُمَاشِ وَحْدَهُ .

Palmujallidu Sindii nawsaani mina ttajhidi Pannawsu laawwalu tajliidun bilqumaaʃi waḥdah

The bookbinder: "I have two kinds of binding. One kind is done with cloth alone."

نِهَادُ : وَالنَّوعُ الثَّانِي ؟

nihaadu wannawsu ʕaaani

Nihad: " And the other kind ? "

الْمُجَلَّدُ : تَجْلِيدٌ بِالْقُمَاشِ مَعَ كَعْبٍ مِنَ الْجِلْدِ .

Palmujallidu tajliidun bilqumaaʃi maʃa kaʃbin mina ljlidi

The bookbinder: "It's (a kind of) binding done with cloth and a leather back (it's a half-leather binding)."

نَبِيلٌ : أَخْتَارُ النَّوعَ الثَّانِي .

nabiilun Paxtaaru nnawsa ʕaaaniya

Nabil: " I choose the latter (kind)."

نِهَادُ : وَأَنَا كَذَلِكَ .

nihaadu waʔanaa kaʕaalika

Nihad: " I do, too."

الْمُجَلَّدُ : يَتَبَقَّى اخْتِيَارُ اللَّوْنِ .

Palmujallidu yatabaqqaa xtiyaaru llawni

The bookbinder: " There remains choosing the colour."

نَبِيلٌ : أَخْتَارُ اللَّوْنَ الْأَزْرَقَ .

nabiilun Paxtaaru llawna lʔazraqa

Nabil: " I choose the blue colour."

نِهَادُ : وَأَنَا أَخْتَارُ اللَّوْنَ الْأَخْضَرَ .

nihaadu waʔanaa Paxtaaru llawna lʔaxɖara

Nihad: " And I choose the green colour."

الْمُجَلَّدُ : عُودًا بَعْدَ أَسْبُوعٍ لَاسْتِلَامِ الْمَجْلَدَيْنِ .

Palmujallidu Suudaa baʃda ʔusbuuʃin listilaami Imujalladayni

The bookbinder: " Come back next week to collect the two volumes."

1. We have known five kinds of definite nouns. They are : proper nouns, noun defined by Pal, pronouns, relative and demonstrative pronouns.
To these, this lesson adds the construct, the genitive of which is any of these five kinds of definite nouns.

Note that the construct « الْمُصَافُ » is the noun preceding the genitive « الْمُصَافُ إِلَيْهِ ».

2. هَذِهِ مَجْلَّةٌ نَبِيلٌ ، وَتِلْكَ مَجْلَّةٌ نِهَادٌ .

The word « مَجْلَّةٌ » is definite because its genitive is the proper noun « نَبِيلٌ » in the first sentence, and the proper noun « نِهَادٌ » in the second.

Another example:

هَذَا مَكْتَبٌ نَبِيلٌ ، وَذَلِكَ مَكْتَبٌ نِهَادٌ .

3. قَرَأَ نَبِيلٌ مَجْلَّتُهُ ، قَرَأَتْ نِهَادٌ مَجْلَّتُهَا .

The word « مَجْلَّةٌ » is definite because its genitive is the pronoun « هُ » in the first sentence and the pronoun « هَا » in the second.

Another example:

وَضَعَهَا عَلَى مَكْتَبِهِ ، وَوَضَعْتُهَا عَلَى مَكْتَبِهَا .

4. جَمَعَ نَبِيلٌ وَنِهَادٌ أَعْدَادَ السَّنَةِ الْمَاضِيَةِ .

The word « أَعْدَادَ » is definite because its genitive is a noun defined by « السَّنَةِ », namely « السَّنَةِ ».

Another example:

فِي صَبَاحِ الْقَدِّ .

5. أَيْنَ دُكَّانُ هَذَا الْمُجَلِّدِ ؟

The word « دُكَّانُ » is definite because its genitive is the demonstrative pronoun « هَذَا » .

Another example:

نُحِبُّ تَجْلِيدَ هَاتَيْنِ الْمَجْمُوعَتَيْنِ .

6. السَّاعَةُ جَائِزَةُ الَّذِي يَفُوزُ فِي السَّبَاقِ .

Passaaʕatu jaaʔizatu llaḥii yafuuzu fi ssibaaqi
The watch is the prize of that who wins the race.

The word « جَائِزَةُ » is definite because its genitive is the relative pronoun « الَّذِي »

Another example:

النَّجَاحُ عَاقِبَةُ الَّذِينَ يَجْتَهِدُونَ .

ʔannajaahu ʕaaqibatu llaḥiina yajtahiduuna
Success is the reward of those who work hard.

1. Fill in the blanks with suitable constructs:

- (أ) اِجْمَعُ أَعْدَادَ . . . لكَ فِي مُجَلَّدَاتٍ .
 (ب) اِجْمَعَا . . . السَّنَةَ الْوَاحِدَةَ فِي مُجَلَّدٍ وَاحِدٍ .
 (ج) ذَهَبَا إِلَى . . . ذَلِكَ الْمُجَلَّدِ .
 (د) السَّلَامُ عَلَيْكُمُ وَ اللَّهُ .

2. Underline the constructs, the genitives of which are definite nouns:

- (أ) أُسْرَةُ سَلِيمٍ فِي حُجْرَةِ الْجُلُوسِ . (ب) طَعَامُ هَذَا الْمَطْعَمِ لَذِيذٌ .
 (ج) أَنَا أُرِيدُ رُؤْيَا الْحَيَوَانَاتِ . (د) مُحَرِّكُ الطَّائِرَةِ يَدُورُ .
 (هـ) جِسْمُكَ سَلِيمٌ وَقَلْبُكَ قَوِيٌّ . (و) أَشْجَارُ هَذِهِ الْحَدِيقَةِ مُثْمِرَةٌ .

3. Complete each of the following sentences with a suitable definite noun:

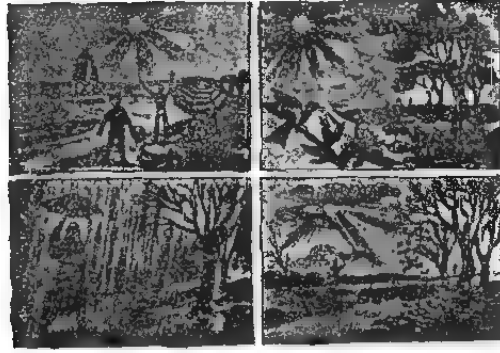
- (أ) الْأُسْرَةُ وَاقِفَةٌ فِي ظِلِّ
 (ب) أَبِي طَبِيبٌ ، دَخَلْتُ كَلْبَةً
 (ج) نَبِيلٌ صَدِيقُنَا ، نَحْنُ أَصْدِقَاءُ
 (د) نِظَامٌ الْمَائِدَةِ بَدِيعٌ .
 (هـ) هَذَا بَيْتُنَا ، أَيْنَ ؟

4. Indicate the kind of each definite noun in the following sentences:

- (أ) أَذُنُ الْمُؤَذِّنِ : اللَّهُ أَكْبَرُ . . . اللَّهُ أَكْبَرُ . تَوْضَأٌ مَحْمُودٌ .
 صَلَّى الْفَجْرَ .
 (ب) فِي شَارِعِنَا صَيْدَلِيَّةٌ . الصَّيْدَلِيُّ يَبِيعُ اللُّوَاءَ .
 (ج) أَنَا أَحَبُّ هَذِهِ الْأَقْلَامِ وَتِلْكَ الصُّورِ .
 (د) أَنْتُمْ تَلَامِيذُ مُؤَدِّبُونَ .
 (هـ) مَحْمُودٌ يَقْرَأُ الْخِطَابَ الَّذِي كَتَبَهُ نَبِيلٌ .

الدَّرْسُ السَّادِسُ وَالسُّتُونَ

Paddarsu ssaadisū wassittuuna
Lesson Sixty Six



فُصُولُ السَّنَةِ

fusuulu ssanati
The Seasons of the Year

السَّنَةُ أَرْبَعَةُ فُصُولٍ .

ʔassanatu ʔarbaʔtu fusuulin
There are four seasons in a year.

هِيَ الرَّبِيعُ وَالصَّيْفُ وَالْخَرِيفُ وَالشِّتَاءُ .

hiya rrabiisu waṣṣayfu walḥariifu waṣṣitaaʔu
They are spring, summer, autumn and winter.

الرَّبِيعُ جَمِيلٌ .

ʔarrabiisu jamiilun
Spring is beautiful.

الشَّمْسُ سَاطِعَةٌ ،

ʔaṣṣamsu saatiṣatun
The sun shines brightly.

وَالْأَشْجَارُ مُورِقَةٌ ، وَالْأَزْهَارُ مُتَفَتِّحَةٌ ،

walʔaṣjaaru muuriqatun walʔazhaaru mutafattiḥatun
The trees have new leaves and the flowers are blossoming.

وَالطُّيُورُ مُغَرِّدَةٌ .

watṭuyuuuru magarridatun
The birds singing



وَالنَّاسُ فَرِحُونَ بِقُدُومِ الرَّبِيعِ .

wannaasu farihuuna biquduumi rabi'ii
The people are happy because spring has come.

الصَّيْفُ ثَانِي فُصُولِ السَّنَةِ .

ʔaṣṣayfu ʔaanii fusuuli ssanati
Summer is the second season of the year.

فَوَاكِهُ كَثِيرَةٌ وَهَرَّةٌ شَدِيدٌ .

fawaakihuhu kaṭiratun waharruhu šadiidun
Its fruits are plentiful and it is very hot.



بَعْضُ النَّاسِ يَهْرُبُونَ مِنَ الْحَرِّ وَيَذْهَبُونَ
إِلَى سَاحِلِ الْبَحْرِ .

baʕdu nnaasi yahrubuuna min alharri
wayaḏhabuuna ʔilaa saahili lbahri
Some people run away from the hot weather
and go to the seaside.



يَأْتِي الْخَرِيفُ بَعْدَ الصَّيْفِ فَتَسْقُطُ
أَوْرَاقُ الْأَشْجَارِ .

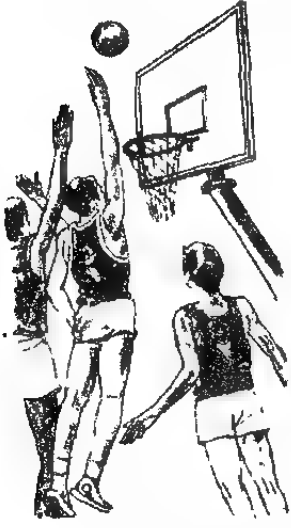
yaʔti lḫariifu baʕda ṣṣayfi fatasquṭu
ʔawraaqu lʔašjaari
Autumn comes after summer and the leaves of
trees fall.

وَيَمِيلُ الْجَوُّ إِلَى الْبُرُودَةِ . ثُمَّ يَأْتِي الشِّتَاءُ ، وَيَشْتَدُّ الْبَرْدُ ،
وَيَسْقُطُ الْمَطَرُ .

wayamiilu ljawwu ʔila lburuudati ʔumma yaʔti ššitaaʔu wayaštaddu lbardu
wayasquṭu lmaṭaru

The weather tends to be cool. Then winter comes and it gets very cold and
rain falls.

وَيَنْشَطُ النَّاسُ فِي أَعْمَالِهِمْ ، وَيُمَارِسُ بَعْضُهُمْ رِيَاضَاتٍ مُخْتَلِفَةً .



wayanṣaṭu nnaasu. fi paʿmaalihim wayumaarisu
baʿḍuhum riyādaatin muṭtalifatan
People work harder and some of them play
various sports.

فُصُولُ السَّنَةِ مُخْتَلِفَةٌ ، وَلِكُلِّ مِنْهَا فَائِدَةٌ .

fusuulu ṣsanati muṭtalifatun walikullin minhaa
faaʿidatun
The seasons of the year are not alike and each
has its own benefits.

1. الرَّبِيعُ جَمِيلٌ . الشَّمْسُ ساطِعَةٌ . الأشجارُ مُورِقَةٌ .

Note that each of these sentences begins with a noun. Such a sentence is called a *nominal sentence*.

2. يَأْتِي الشَّتَاءُ . يَشْتَدُّ البَرْدُ . يَسْقُطُ المَطَرُ .

Note that each of these sentences begins with a verb. Such a sentence is called a *verbal sentence*.

3. A sentence, be it *nominal* or *verbal*, consists of two basic parts. A nominal sentence consists of a subject and a predicate. For example, the sentence « الرَّبِيعُ جَمِيلٌ » consists of the subject « الرَّبِيعُ » and the predicate « جَمِيلٌ ».

Thus a subject and a predicate constitute a nominal sentence.

A verbal sentence consists of a verb and a noun functioning as subject. For example, the sentence « يَأْتِي الشَّتَاءُ » consists of the verb « يَأْتِي » and its subject « الشَّتَاءُ ».

Thus a verb and a subject constitute a verbal sentence.

تمرينات

EXERCISES

1. Indicate the nominal and verbal sentences in the following:

- (أ) الطَّيُورُ مُفْرَدَةٌ .
 (ب) يَمِيلُ الْجَوُّ إِلَى الْبُرُودَةِ .
 (ج) الْأَزْهَارُ مُتَفَتِّحَةٌ .
 (د) تَسْقُطُ أَوْرَاقُ الْأَشْجَارِ .
 (هـ) يَنْشَطُ النَّاسُ فِي أَعْمَالِهِمْ .

2. Fill in the blanks with suitable predicates:

- (أ) الشَّمْسُ
 (ب) الصَّيْفُ الْفُصُولِ .
 (ج) الرَّبِيعُ
 (د) السَّنَةُ فُصُولِ .
 (هـ) فُصُولُ السَّنَةِ

3. Complete the following verbal sentences by putting suitable subjects in the blanks :

- (أ) يَأْتِي بَعْدَ الصَّيْفِ .
 (ب) يَمِيلُ إِلَى الْبُرُودَةِ .
 (ج) يَذْهَبُ إِلَى سَاحِلِ الْبَحْرِ .
 (د) تَسْقُطُ فِي الشِّتَاءِ .

4. أَصْفَرُ - سَيِّئَةٌ - سَاخِنٌ - نَازِلَةٌ - مَرِيضٌ

Insert each of these nouns in its proper place in the following nominal sentences (this is to be done with reference to Lesson 33).

- (أ) نَبِيلٌ وَجْهُهُ وَجْسُمُهُ وَحَالَتُهُ
 (ب) وَالِدَةُ نَبِيلٍ تَبْكِي ، دُمُوعُهَا

كَلَّمَ - رَفَعَ - فَتَحَ - عَرَفَ - دَوَّرَ

5. Put each of these verbs in its proper place in the following verbal sentences
(this is to be done with reference to Lesson 42).

- (أ) أَشْرَفُ دَلِيلَ التَّلِيْفُونِ .
 (ب) أَشْرَفُ رَقَمَ صَدِيقِهِ .
 (ج) السَّمَاعَةَ ، وَ الْقُرْصَ .
 (د) أَشْرَفُ صَدِيقَهُ .

GLOSSARY

| Page | Meaning | Word | Letter | Page | Meaning | Word | Letter |
|------|----------------------|----------------|--------|------|----------------------------|------------------------|--------|
| 13 | Ahmad | أَحْمَدُ | ا | 52 | monuments | آثَارُ | ا |
| 28 | red (masc. sing.) | أَحْمَرُ | | 55 | its monuments | آثَارُهَا | |
| 92 | I choose | أَخْتَارُ | | 47 | arts (college of) | آدَابُ | |
| 20 | she took | أَخَذَتْ | | 76 | heroes | أَبْطَالُ | |
| 9 | more (once more) | أُخْرَى | | 76 | his daughter | ابْنَتُهُ | |
| 28 | green (masc. sing.) | أَخْضَرُ | | 75 | his son | ابْنُهُ | |
| 68 | last (the last...) | أَخِيرُ | | 83 | I correspond | أَتَبَادَلُ | |
| 61 | she acted | أَدَّتْ | | 10 | he has finished | أَتَمَّ | |
| 67 | parts | أَدْوَارُ | | 15 | a bus | أَتُوبِيسُ | |
| 60 | he acted | أَدَّى | | 75 | he answered | أَجَابَ | |
| 9 | I hope | أَرْجُو | | 60 | for (the sake of) | (مِنْ) أَجْلِ | |
| 83 | Jordan | الأُرْدُنُّ | | 90 | put together (masc. sing.) | إِجْمَعُ | |
| 83 | I send | أُرْسِلُ | | 90 | put together (dual) | اجْمَعَا | |
| 83 | they (two) were sent | أُرْسِلَهُمَا | | 90 | put together (fem. sing.) | اجْمَعِي | |
| 38 | I have (not) seen it | (لَمْ) أَرَهَا | | 62 | talks | أَحَادِيثُ | |
| 92 | blue (masc. sing.) | أَزْرَقُ | | 91 | one (of the friends) | أَحَدُ (الأَصْدِقَاءِ) | |
| 47 | Al - Azhar | الأَزْهَرُ | | 85 | the latest | أَحَدَثُ | |
| 46 | I ask him | أَسْأَلُهُ | | 35 | he scored | أَحْرَزَ | |

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| 84 | African (dual - genitive) | إفْرِيقِيَّيْنِ | | 40 | they (fem. dual) had a rest | اِسْتَرَاَحَتْ | |
| 75 | I prefer it (to) | أَفْضَلُهُ | | 92 | to collect | اِسْتَلَامٌ | |
| 77 | I prefer them (to) | أَفْضَلُهَا | | 4 | I listen | اَسْتَمِعُ | |
| 35 | they got away from | اَفْلَتَ | | 3 | she listened | اِسْتَمَعَتْ | |
| 46 | he has come | اَقْبَلَ | | 47 | Alexandria | اَلْاِسْكََنْدَرِيَّةُ | |
| 47 | economics (college of) | اِقْتِصَادُ | | 48 | Assiut | اَسْيُوطُ | |
| 47 | departments | اَقْسَامُ | | 75 | I bought it | اِشْتَرَيْتُهَا | |
| 83 | I correspond (write) | اَكْتُبُ | | 53 | smaller (masc. sing.) | اَضْفَرُ | |
| 60 | he turned to | اِلْتَفَتَ | | 77 | you liked (them) | اَعْجَبْتَنِكَ | |
| 67 | who (fem. sing.) | اَلَّتِي | | 68 | I liked (them) | اَعْجَبْتَنِي | |
| 67 | who (masc. sing.) | اَلَّذِي | | 68 | you liked ... | اَعْجَبَكَ | |
| 67 | who (masc. plural) | اَلَّذِينَ | | 8 | pronounce again | اَعِدْ | |
| 67 | who(fem. plural) | اَللَّاتِي | | 90 | issues (of a magazine) | اَعْدَادُ | |
| 68 | who (fem. dual) | اَللَّتَانِ | | 84 | I know | اَعْرِفُ | |
| 68 | who(masc. dual) | اَللَّذَانِ | | 77 | greater | اَعْظَمُ | |
| 83 | to them (masc. dual) | اِلَيْهِمَا | | 98 | their work | اَعْمَالُهُمْ | |
| 83 | to me | اِلَيَّ | | 58 | I work | اَعْمَلُ | |
| 28 | in front of them | اَمَامَهَا | | 62 | the songs | اَلْاَغَانِي | |

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| 20 | a seller | بَائِعٌ | ب | 66 | were occupied (the seats) | اِمْتَلَأَتْ | |
| 39 | Bab El-Louk | بَابُ اللُّوْقِ | | 29 | security | أَمْنٌ | |
| 52 | Pakistan | بَاكِسْتَانُ | | 60 | you(masc. plural) | أَنْتُمْ | |
| 97 | a sea | بَحْرٌ | | 59 | you (masc. dual) | أَنْتُمَا | |
| 16 | motor (boat) | بُخَارِيٌّ | | 60 | you (fem. plural) | أَنْتُنَّ | |
| 60 | he did (his best) | بَدَلَ | | 3 | came to an end (the lesson) | اِنْتَهَى | |
| 61 | skill | بِرَاعَةٌ | | 48 | parts (of the world) | أَنْحَاءُ | |
| 91 | His blessings | بَرَكَاتُهُ | | 28 | is off (the light) | اِنْطَفَأَ | |
| 21 | programme | بِرْنَامَجٌ | | 67 | went off (the lights) | اِنْطَفَأَتْ | |
| 97 | coolness | بُرُودَةٌ | | 9 | pronounce(masc. sing.) | اِنْطَقَ | |
| 67 | hero | بَطْلٌ | | 10 | pronounce (fem. sing.) | اِنْطَقِي | |
| 67 | heroine | بَطْلَةٌ | | 67 | lights | أَنْوَارٌ | |
| 51 | a study mission | بَعْثَةٌ | | 97 | leaves (of trees) | أَوْزَاقٌ | |
| 77 | some of them (masc. plural) | بَعْضُهُمْ | | 53 | middle | أَوْسَطُ | |
| 48 | countries | بِلَادٌ | | 35 | first | أَوَّلُ | |
| 55 | your country | بِلَادُكُمْ | | 77 | those | أُولَئِكَ | |
| 52 | his country | بِلَادُهُ | | 9 | too (also) | أَيْضًا | |
| 83 | two countries (dual - genitive) | بِلَدَيْنِ | | 35 | right (the right wing) | أَيْمَنُ | |

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| 27 | (the family) sightsees | تُشَاهِدُ | | 53 | he built it (it was built by) | بَنَاهُ | |
| 61 | applause | تَصْفِيْقٌ | | 52 | with them (dual) | بِهِمَا | |
| 61 | she cooks | تَطْبُخُ | | 47 | veterinary (medicine) | بَيْطَرِي | |
| 35 | drew (the two teams) | تَعَادَلَ | | 54 | its history | تَارِيخُهُ | ت |
| 40 | we are tired | تَعَبْنَا | | 4 | you learn (masc. sing.) | تَتَعَلَّمُ | |
| 8 | learn (imperative) | تَعَلَّمْ | | 47 | commerce (college of) | تِجَارَةٌ | |
| 10 | he has learnt | تَعَلَّمَ | | 92 | book binding | تَجْلِيدٌ | |
| 61 | she works | تَعْمَلُ | | 9 | you (pronounce) well | تُحَسِّنُ (النُّطْقَ) | |
| 61 | she washes | تَغْسِلُ | | 35 | it became enthusiastic | تَحَمَّسَ | |
| 3 | he went on | تَقَدَّمَ | | 39 | you go (masc. sing.) | تَذْهَبُ | |
| 54 | (the Sphinx) talked | تَكَلَّمَ | | 15 | a tram | تِرَامٌ | |
| 61 | she sweeps | تَكْنِسُ | | 38 | you see it | تَرَاهَا | |
| 76 | that (fem. sing.) | تِلْكَ | | 48 | (our universities) welcome | تُرْحَبُ | |
| 21 | television | تِلِفِزْيُونٌ | | 60 | you (masc. pl.) deserve | تَسْتَحِقُّونَ | |
| 40 | statues | تَمَاثِيلُ | | 59 | you (two) are resting | تَسْتَرِيحَانِ | |
| 53 | a statue | تِمْنَالٌ | | 2 | she listens | تَسْتَمِعُ | |
| 4 | exercises | تَمْرِينَاتٌ | | 97 | (the leaves) fall | تَسْقُطُ | |
| 28 | they are running along | تَمْضِي | | 15 | (the car) runs | تَسِيرُ | |

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| 83 | The Arab Republic of Egypt | جمهورية مصر العربية | | 35 | it passed (the ball) | تَنَاقَلَ | |
| | | | | 2 | she pronounces | تَنْطِقُ | |
| | | | | 61 | congratulation | تَهْنِئَةٌ | |
| 47 | our Republic | جُمْهُورِيَّتُنَا | | 45 | secondary (fem. sing.) | ثَانَوِيَّةٌ | ث |
| 35 | a wing | جَنَاحٌ | | | | | |
| 34 | two wings | جَنَاحَانِ | | 39 | dry (masc. sing.) | جَافٌ | ج |
| 60 | his best | جُهْدُهُ | | 45 | a university | جَامِعَةٌ | |
| 21 | weather (bulletin) | (نَشْرَةٌ) جَوِيَّةٌ | | 47 | universities | جَامِعَاتُ | |
| 52 | Guiza | الْجِيزَةُ | | 34 | its side | جَانِبُهُ | |
| | | | | 61 | worthy of (fem. pl.) | جَدِيفَرَاتُ | |
| 51 | Hatem | حَاتِمٌ | ح | 92 | leather | جِلْدٌ | |
| 34 | a (goal) keeper | حَارِثٌ | | 66 | they (two) sat | جَلَسَا | |
| 2 | it is time for... | حَانَ | | 29 | groups (of pedestrians) | جَمَاعَاتُ | |
| 84 | Ethiopia | الْحَبَشَةُ | | 29 | a group | جَمَاعَةٌ | |
| 85 | Ethiopian | حَبَشِيٌّ | | 82 | collecting | جَمَعَ | |
| 39 | its gardens | حَدَائِقُهَا | | 91 | he collected | جَمَعَ | |
| 41 | iron | حَدِيدٌ | | 3 | sentences | جُمْلٌ | |
| 40 | a garden | حَدِيقَةٌ | | 2 | a sentence | جُمْلَةٌ | |
| 97 | its heat | حَرُّهُ | | 20 | a republic | جُمْهُورِيَّةٌ | |

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| 45 | education (study) | دِرَاسَةٌ | | 15 | a horse | حَصَانٌ | |
| 51 | his education | دِرَاسَتُهُ | | 21 | our luck | حَظُّنَا | |
| 51 | a study (mission) | (بَعْنَةٌ) دِرَاسِيَّةٌ | | 47 | law (College of) | حُقُوقٌ | |
| 91 | his shop | دُكَّانُهُ | | 34 | a referee | حَكَمٌ | |
| 67 | a part (in a play) | دَوْرٌ | | 38 | Helwan | حُلْوَانٌ | |
| 60 | his part | دَوْرُهُ | | 33 | around | حَوْلَ | |
| 61 | her part | دَوْرُهَا | | 28 | when | حِينَ | |
| 75 | that (masc. sing.) | ذَلِكَ | ذ | 51 | abroad | (إِلَى) الْخَارِجِ | خ |
| 91 | they (two) went | ذَهَبَا | | 96 | autumn | خَرِيفٌ | |
| 91 | I went | ذَهَبْتُ | | 9 | incorrect | خَطَأٌ | |
| 40 | they (masc.) went | ذَهَبُوا | | 29 | khafirs | خُفَرَاءُ | |
| 3 | he revised | رَاجَعَ | ر | 53 | Chefren | خَفْرَعُ | |
| 4 | I revised | رَاجَعْتُ | | 29 | khafir | خَفِيرٌ | |
| 8 | we revised it | رَاجَعْنَاهُ | | 53 | Khufu (Cheops) | خُوفُو | |
| 54 | a head | رَأْسٌ | | 75 | better | خَيْرٌ | |
| 54 | its head | رَأْسُهُ | | 33 | (the two teams) ran around | دَارَ | د |
| 96 | spring | رَبِيعٌ | | 21 | warm | دَافِئٌ | |
| 117 | men | رِجَالٌ | | 13 | a bicycle | دِرَاجَةٌ | |

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| 22 | pleasant (fem. sing.) | سَارَةٌ | س | 41 | they returned | رَجَعُوا | ر |
| 21 | is shining brightly | سَاطِعَةٌ | | 22 | he answered | رَدَّ | |
| 29 | (they) maintain (security) | سَاهَرُونَ (عَلَى الْأَمْنِ) | | 83 | letters | رَسَائِلُ | |
| 29 | pedestrians (nominative) | سَائِرُونَ | | 52 | he wished | رَغِبَ | |
| 28 | pedestrians (genitive) | سَائِرِينَ | | 39 | (the friends) took (the train) | رَكِبَ | |
| 54 | you will see | سَتَرَى | | 15 | it took (a carriage) | رَكِبَتْ | |
| 14 | you will visit | سَتَزُورُ | | 41 | they took (the train) | رَكَبُوا | |
| 15 | express (train) | سَرِيعٌ | | 98 | sports | رِيَاضَاتُ | |
| 21 | lucky (masc. sing.) | سَعِيدٌ | | 21 | a sport | رِيَاضَةٌ | |
| 62 | happy (fem. sing.) | سَعِيدَةٌ | | 83 | time | زَمَنٌ | ز |
| 53 | Sakkarah | سَقَّارَةٌ | | 61 | a husband | زَوْجٌ | |
| 9 | I have heard it | سَمِعْتُهُ | | 53 | Zoser | زُوسَرُ | |
| 8 | we have listened to... | سَمِعْنَا | | 14 | a visit | زِيَارَةٌ | |
| 39 | Samirah | سَمِيرَةٌ | س | 39 | I will bring | سَأُخْضِرُ | س |
| 52 | we are going to see | سَنَرَى | | 97 | coast (seaside) | سَاحِلٌ | |
| 84 | The Sudan | السُّودَانُ | | 46 | I will go | سَأَذْهَبُ | |
| 85 | Sudanese | سُودَانِيٌّ | | 52 | (the car) took (them) | سَارَتْ (بِهِمَا) | |
| | | | | | | | |

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| 20 | a newspaper | صَحِيفَةٌ | ص | 29 | cars | سَيَّارَاتُ | |
| 39 | friends (masc. dual) | صَدِيقَانِ | | 40 | walking | مَسِيرٌ | |
| 39 | friends (fem. dual) | صَدِيقَتَانِ | | 67 | he is going to see it | سَيُشَاهِدُهَا | |
| 84 | friends (fem. dual-genitive case) | صَدِيقَتَيْنِ | | 16 | bank (of river) | شَاطِئٌ | ش |
| 51 | my friend | صَدِيقِي | | 16 | he saw | شَاهَدَ | |
| 83 | friends (masc. dual-genitive case) | صَدِيقَيْنِ | | 39 | they saw (masc.) | شَاهَدُوا | |
| 28 | a whistle | صَفَّارَةٌ | | 96 | winter | شِتَاءٌ | |
| 28 | his whistle | صَفَّارَتُهُ | | 35 | hard (adverb) | (بِ) شِدَّةٍ | |
| 83 | a page | صَفْحَةٌ | | 16 | a sail (boat) | (قَارِبٌ) | |
| 83 | two pages | صَفْحَتَانِ | | | | شِرَاعِي | |
| 34 | he whistled | صَفَّرَ | | 3 | he explained | شَرَحَ | |
| 34 | he applauded | صَفَّقَ | | 27 | policemen | شُرَطَةٌ | |
| 41 | steel | صَلْبٌ | | 27 | a policeman | شُرْطِيٌّ | |
| 47 | pharmacology (college of) | صَيْدَلَةٌ | | 15 | streets | شَوَارِعُ | |
| 96 | summer | صَيْفٌ | | 39 | its streets | شَوَارِعُهَا | |
| 83 | stamps (masc. dual-nominative) | طَابَعَانِ | ط | 35 | a halftime | شَوَاطِطُ | |
| 59 | a woman doctor | طَبِيبَةٌ | | 21 | clear (fem. sing.) | صَافِيَةٌ | ص |
| 28 | a way | طَارِيقٌ | | 19 | newspapers | صُحُفٌ | |

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| 83 | Arab (masc. dual - genitive) | عَرَبَيْنِ | | 28 | their way | طَرِيقُهَا | |
| 51 | he knew | عَرَفَ | | 48 | students | طَلَبَةٌ | |
| 22 | you (masc. pl.) have known | عَرَفْتُمْ | | 82 | stamps | طَوَائِعُ | |
| 40 | afternoon | عَصْرٌ | | 61 | all (day) long | طُولَ (النَّهَارِ) | |
| 48 | great (masc. sing.) | عَظِيمٌ | | 40 | shady | ظَلِيلَةٌ | ظ |
| 47 | science (College of) | عُلُومٌ | | 68 | appeared (fem. dual) | ظَهَرَتَا | |
| 91 | upon you (dual) | عَلَيْكُمَا | | 34 | backs (masc. dual nominative) | ظَهِيرَانِ | |
| 41 | work | عَمَلٌ | | 35 | backs (masc. dual - genitive) | ظَهِيرَيْنِ | |
| 28 | when | عِنْدَمَا | | 48 | world | عَالَمٌ | ع |
| 92 | come back (dual) | عُودَا | | 40 | women workers | عَامِلَاتٌ | |
| 52 | his return | عَوْدَتُهُ | | 29 | crossed | عَبَرَتْ | |
| 40 | springs | عَيْنُونٌ | | 28 | crossing | عُبُورٌ | |
| 47 | Ein Shams | عَيْنُ شَمْسٍ | | 54 | strange (masc. sing.) | عَجِيبٌ | |
| 91 | tomorrow (next morning) | أَلْغَدُ | غ | 74 | an issue (of a magazine) | عَدَدٌ | |
| 48 | tomorrow (in the future) | غَدًا | | 83 | Iraq | أَلْعِرَاقُ | |
| 1 | Fatimah | فَاطِمَةُ | ف | 28 | carriages | عَرَبَاتٌ | |
| 98 | a benefit | فَائِدَةٌ | | 14 | a carriage | عَرَبَةٌ | |
| 76 | she opened | فَتَحَتْ | | 4 | Arabic (Language) | عَرَبِيَّةٌ | |

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| 68 | were (masc. dual) | كَانَا | ك | 22 | he was pleased | فَرِحَ | |
| 1 | his book | كِتَابُهُ | | 97 | happy (masc. pl.-nominative) | فَرِحُونَ | |
| 1 | her book | كِتَابُهَا | | 34 | a team | فَرِيقٌ | |
| 4 | I have written | كَتَبْتُ | | 33 | teams (masc. dual-nominative) | فَرِيقَانِ | |
| 8 | we (two) have written | كَتَبْنَا | | 34 | teams (masc. dual - genitive) | فَرِيقَيْنِ | |
| 46 | many (fem.) | كَثِيرَةٌ | | 27 | big (masc. sing.) | فَسِيحٌ | |
| 92 | back (of a book) | كَتَبٌ | | 68 | an act | فَضْلٌ | |
| 8 | words | كَلِمَاتٌ | | 96 | seasons | فُصُولٌ | |
| 2 | a word | كَلِمَةٌ | | 90 | I have thought | فَكَّرْتُ | |
| 46 | colleges | كُلِّيَّاتٌ | | 97 | its fruits | فَوَاكِهُ | |
| 46 | a college | كُلِّيَّةٌ | | | | | |
| 76 | nice (fem. sing.) | لَطِيفَةٌ | ل | 67 | a hall | قَاعَةٌ | ق |
| 62 | playing | لَعِبٌ | | 90 | already | (مِنْ) قَبْلُ | |
| 4 | a language | لُغَةٌ | | 33 | a foot | قَدَمٌ | |
| 35 | but | لَكِنْ | | 97 | the coming (of spring) | قُدُومُ (الرَّبِيعِ) | |
| 92 | a colour | لَوْنٌ | | 10 | reading | قِرَاءَةٌ | |
| | | | | 3 | she read | قَرَأَتْ | |
| 1 | Maged | مَاجِدٌ | م | 54 | he told | قَصَّ | |
| 75 | last (adjective) | الْمَاضِي | | 92 | cloth | قُمَاشٌ | |

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| 90 | volumes | مُجَلَّدَاتٌ | | 91 | last (fem. sing.) | مَاضِيَةٌ | |
| 92 | volumes (masc. dual - genitive) | مُجَلَّدَيْنِ | | 40 | skilful (masc. pl. nominative) | مَاهِرُونَ | |
| 82 | a collection | مَجْمُوعَةٌ | | 33 | a match (game) | مُبَارَاةٌ | |
| 82 | collections (fem. dual - nominative) | مَجْمُوعَتَانِ | | 39 | its buildings | مَبَانِيهَا | |
| 82 | his collection | مَجْمُوعَتُهُ | | 66 | next to each other (masc. dual - genitive) | مُتَجَاوِرَيْنِ | |
| 84 | her collection | مَجْمُوعَتُهَا | | 83 | united (fem.- sing.) | مُتَّحِدَةٌ | |
| 84 | my collection | مَجْمُوعَتِي | | 15 | metro | مِثْرُورٌ | |
| 92 | collections (fem. dual - genitive) | مَجْمُوعَتَيْنِ | | 41 | pleasure | مُتَعَةٌ | |
| 47 | various (fem.) | مُخْتَلِفَةٌ | | 96 | blossoming (fem.) | مُتَفَتِّحَةٌ | |
| 61 | a director | مُخْرِجٌ | | 66 | spectators (masc. pl. - genitive) | مُتَفَرِّجِينَ | |
| 52 | a while | مُدَّةٌ | | 74 | a magazine | مَجَلَّةٌ | |
| 53 | step (pyramid) | مُدرَجٌ (هَرَمٌ) | | 76 | your (masc. sing.) magazine | مَجَلَّتُكَ | |
| 29 | cities - | مُدُنٌ | | 76 | your (fem. sing.) magazine | مَجَلَّتُكِ | |
| 9 | once | مَرَّةٌ | | 74 | his magazine | مَجَلَّتُهُ | |
| 40 | observatory | مُرَصَّدٌ | | 74 | her magazine | مَجَلَّتُهَا | |
| 34 | the goal | الْمَرْمَى | | 74 | my magazine | مَجَلَّتِي | |
| 34 | his goal | مَرْمَاهُ | | 90 | a volume | مُجَلَّدٌ | |
| 27 | traffic | مُرُورٌ | | 89 | a (book) binder | مُجَلِّدٌ | |

| Page | Meaning | Word | Letter | Page | Meaning | Word | Letter |
|------|--|------------------|--------|------|--|----------------|--------|
| 67 | actresses | مُمَثِّلَاتُ | | 40 | comfortable (masc. dual- genitive) | مُرِيحِينَ | |
| 67 | an actress | مُمَثِّلَةٌ | | 59 | the hospital | الْمُسْتَشْفَى | |
| 68 | actresses (fem. dual - nominative) | مُمَثِّلَتَانِ | | 22 | a play | مَسْرُوحِيَّةٌ | |
| 67 | actors (masc. pl.- genitive) | مُمَثِّلِينَ | | 41 | winter resort | الْمَشْتَى | |
| 41 | their (masc. pl.) homes | مَنَازِلُهُمْ | | 38 | sunny (fem. sing.) | مُشْرِقَةٌ | |
| 83 | for (a long time) | مُنْذُ | | 59 | a factory | مَصْنَعٌ | |
| | | (زَمَنٍ طَوِيلٍ) | | 97 | rain | مَطَرٌ | |
| 39 | well-arranged | مُنَسَّقَةٌ | | 40 | mineral (fem.) | مَعْدِنِيَّةٌ | |
| 48 | Mansurah | الْمَنْصُورَةُ | | 2 | a teacher | مُعَلِّمٌ | |
| 53 | Menkereh | مَنْقَرَعٌ | | 27 | with it (fem. sing.) | مَعَهَا | |
| 98 | of them | مِنْهَا | | 96 | singing (adjective - fem.) | مُغْرَدَةٌ | |
| 34 | forwards (football) | مُهَاجِمُونَ | | 68 | singers (masc. dual - nominative) | مُغَنِّيَانِ | |
| 13 | communications | مُوَاصَلَاتٌ | | 40 | seats | مَقَاعِدُ | |
| 96 | having leaves (fem.) | مُورِقَةٌ | | 40 | seats (masc. dual - genitive) | مَقْعَدَيْنِ | |
| 2 | time | مَوْعِدٌ | | 1 | his desk | مَكْتَبُهُ | |
| 27 | squares | مِيَادِينُ | | 1 | her desk | مَكْتَبُهَا | |
| 40 | water(s) | مِيَاهُ | | 11 | a field (football) | مَلْعَبٌ | |
| 83 | rare (masc. dual. - nominative) | نَادِرَانِ | ن | 67 | an actor | مُمَثِّلٌ | |
| 4 | he called | نَادَى | | | | | |

| Page | Meaning | Word | Letter | Page | Meaning | Word | Letter |
|------|---|------------|--------|------|--|--------------|--------|
| 3 | he looked | نَظَرَ | | 29 | people | نَاسٌ | |
| 39 | yes | نَعَمْ | | 60 | a critic | نَاقِدٌ | |
| 60 | we work | نَعْمَلُ | | 1 | we learn | نَتَعَلَّمُ | |
| 28 | he blew | نَفَخَ | | 60 | success | نَجَاحٌ | |
| 39 | we meet | نَلْتَقِي | | 59 | we serve | نَعْدُمُ | |
| 92 | a kind | نَوْعٌ | | 59 | we serve you (both) | نَعْدُمُكُمْ | |
| 92 | kinds (masc. dual -nominative) | نَوْعَانِ | | 22 | we go out | نَخْرُجُ | |
| 82 | these (fem. dual- nominative) | هَاتَانِ | ه | 10 | we revise | نُرَاجِعُ | |
| 84 | these (fem. dual- oblique case) | هَاتَيْنِ | | 22 | we watch | نَرَى | |
| 35 | it attacked | هَاجَمَ | | 33 | it came on to (the football field) | نَزَلَ | |
| 35 | an attack | هُجُومٌ | | 67 | women | نِسَاءٌ | |
| 35 | a goal | هَدَفٌ | | 40 | we rest | نَسْتَرِيحُ | |
| 35 | goals (masc. dual accusative) | هَدَفَيْنِ | | 22 | we can | نَسْتَطِيعُ | |
| 83 | these (masc. dual nominative) | هَذَانِ | | 41 | we see | نُشَاهِدُ | |
| 83 | these (masc. dual - oblique case) | هَذَيْنِ | | 21 | a bulletin | نَشْرَةٌ | |
| 62 | they (dual) | هُمَا | | 40 | active (fem. pl.) | نَشِيطَاتٌ | |
| 46 | engineering | هِنْدَسَةٌ | | 3 | he pronounced | نَطَقَ | |
| 61 | they (fem. pl.) | هُنَّ | | 3 | she pronounced | نَطَقَتْ | |

| Page | Meaning | Word | Letter | Page | Meaning | Word | Letter |
|------|---|----------------|--------|------|-----------------------------------|---------------|--------|
| 15 | is drawn by | يَجْرُهَا | | 16 | air | هَوَاءٌ | |
| 62 | they (two) like | يُحِبَّانِ | | 39 | its air | هَوَاؤُهَا | |
| 62 | they (masc. pl.) like | يُحِبُّونَ | | 14 | a father | وَالِدٌ | و |
| 97 | they go | يَذْهَبُونَ | | 62 | parents (masc. dual - nominative) | وَالِدَانِ | |
| 10 | he checks | يُرَاجِعُ | | 74 | his father | وَالِدُهُ | |
| 83 | they (two) send | يُرْسِلَانِ | | 75 | her father | وَالِدُهَا | |
| 34 | left | يَسَارٌ | | 59 | his parents (genitive case) | وَالِدَيْهِ | |
| 61 | they deserve | يَسْتَحِقُّونَ | | 92 | alone | وَحْدَهُ | |
| 28 | (the pedestrians) <small>مُتَسَلِّطِينَ</small> | يَسْتَطِيعُ | | 2 | after him | وَرَاءَهُ | |
| 97 | it falls | يَسْقُطُ | | 13 | means | وَسَائِلُ | |
| 97 | it gets stronger | يَشْتَدُّ | | 34 | middle | وَسَطٌ | |
| 10 | he thanks | يَشْكُرُ | | 89 | she put it | وَضَعَتْهَا | |
| 28 | he crosses | يَعْبُرُ | | 89 | he put it | وَضَعَهَا | |
| 28 | they cross | يَعْبُرُونَ | | 60 | our country | وَطْنَنَا | |
| 20 | he shows | يَعْرِضُ | | 40 | Japanese | يَابَانِيَّةٌ | ي |
| 10 | he finds out, he knows | يَعْرِفُ | | 97 | it comes | يَأْتِي | |
| 61 | he works | يَعْمَلُ | | 92 | there remains | يَتَبَقَّى | |
| 67 | they act (fem. pl.) | يَقْمَنَ | | 10 | should | يَجِبُ | |

| Page | Meaning | Word | Letter | Page | Meaning | Word | Letter |
|------|---------------|-------------|--------|------|------------------------|-----------------------------------|--------|
| 10 | he pronounces | يَنْطِقُ | | 67 | he acts | يَقُومُ | |
| 27 | they control | يَنْظُمُونَ | | 67 | they act (masc. pl.) | يَقُومُونَ | |
| 28 | he blows | يَنْفُخُ | | 83 | they (two) write | يَكْتُبَانِ | |
| 97 | they run away | يَهْرَبُونَ | | 98 | they practise | يُمَارِسُ | |
| | | | | 97 | it tends | يَمِيلُ | |
| | | | | 98 | (people) work harder | يَنْشِطُ | |
| | | | | | | (النَّاسُ) فِي أَعْمَالِهِمْ | |

THE ARAB REPUBLIC OF EGYPT BROADCASTING CORPORATION

أَفَرِيَّةٌ بِالرَّادِيُوْ

ARABIC BY RADIO

BOOK TWO - PART 2

القاهرة

Cairo

2003

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الجزء الثاني

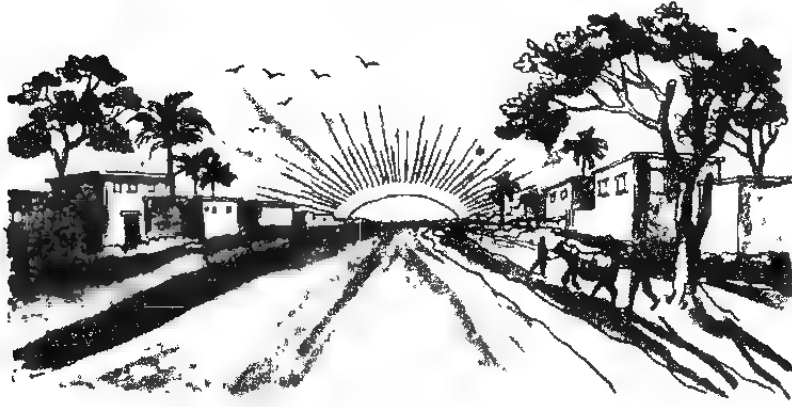
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الدَّرْسُ السَّابِعُ وَالسُّتُونَ

Paddarsu ssaabiḥu wassittuuna
Lesson Sixty-Seven



الصَّبَاحُ

Passabaahu
Morning

أَشْرَقَ الصَّبَاحُ فِي الْقَرْيَةِ . الشَّمْسُ مُشْرِقَةٌ .

Paṣraqa ṣṣabaahu fi lqaryati Paṣṣamsu mulriqatun
It is morning in the village. The sun is shining.

هَبَّ الْفَلَّاحُونَ مِنَ النَّوْمِ . وَهَبَّتِ الْفَلَّاحَاتُ .

habba lfallaahuuna mina nnawmi wahabbati lfallaahaatu
The (men) farmers woke up. And the (women) farmers woke up.

الْفَلَّاحُ نَشِيطٌ . وَالْفَلَّاحَةُ نَشِيطَةٌ .

Palfallaahu naṣiitun walfallaahaatu naṣiitaatun
The (man) farmer is energetic. And the (woman) farmer is energetic.

الْفَلَّاحُونَ نَشِيطُونَ . وَالْفَلَّاحَاتُ نَشِيطَاتٌ .

Palfallaahuuna naṣiituuna walfallaahaatu naṣiitaatun
The (men) farmers are energetic. And the (women) farmers are energetic.

ذَهَبَ الرُّجَالُ إِلَى الْحُقُولِ . الْحُقُولُ مُجَاوِرَةٌ لِلْمَسَاكِينِ . الْمَزَارِعُ
قَرِيبَةٌ مِنَ الْبُيُوتِ .

ḡahaba rrijaahu ʔila lhuquuli ʔalhuquulu mujaawiratun lilmasaakini ʔalmazaariʔu
qariibatun mina lbuyuuti

The (men) farmers went to the fields. The fields are near the dwellings. The fields
are near the houses.



الْقَرْيَةُ هَادِئَةٌ فِي الصَّبَاحِ الْمُبَكَّرِ . السَّكُونُ شَامِلٌ .

ʔalqaryatu haadiʔatun fi ssabaahi lmubakkiri
ʔassukuunu ʔaamilun

The village is quiet in the early morning. Silence
prevails.

النَّدَى عَلَى الْأَوْرَاقِ . النَّدَى شَبِيهُ بِاللُّوْثِ
قَطْرَاتُهُ لَامِعَةٌ .

ʔannadaa sala lʔawraaqi ʔannadaa ʔabiihun
billuʔluʔi qataraatuhu laamiʔatun

There is dew on the (tree) leaves. The dew looks like pearls. Its drops
are shining.

النَّسِيمُ عَلِيلٌ . وَالْغُصُونُ مُتَمَائِلَةٌ .

ʔannasiimu saliilun walghusuunu mutamaayilatun

The breeze is fresh. The branches (of trees) are swaying.

مَوْسِمُ الْحَصَادِ قَرِيبٌ . الرِّزْقُ قَادِمٌ .

mawsimu lḡasaadi qariibun ʔarriʔqu qaadimun

Harvest time is approaching. Income is coming.

زَهْرَاتُ الْقُطْنِ مُتَفَتِّحَةٌ . الْقُطْنُ ذَهَبٌ أَبْيَضُ .

zaharaatu lqutni mutafattiḡatun ʔalqutnu ḡahabun ʔabyaḡu

The cotton flowers are blossoming. Cotton is white gold.

الْفَلَّاحُونَ مَسْرُورُونَ . وَالْفَلَّاحَاتُ مَسْرُورَاتٌ .

ʔalfallaḡuuna masruuruuna walfallaḡaatu masruuraatun

The (men) farmers are happy. The (women) farmers are happy.

الْعَامِلُونَ جَدِيرُونَ بِالسَّعَادَةِ .

PalSaamiluuna jadiiruuna bissaSaadati
Hard working people are worthy of happiness.



وَطَلَعَ الصُّبْحُ فِي الْمَدِينَةِ . الشَّمْسُ طَالَعَتْ

watalaṣa ṣṣubhu fi lmadīnati Paṣṣamsu ṭaaliṭatun
It is morning in the city. The sun is up.

هَبَّ الْعَمَالُ وَالْمُوظَّفُونَ مِنَ النَّوْمِ .
وَهَبَّتِ الْعَامِلَاتُ وَالْمُوظَّفَاتُ مِنَ النَّوْمِ .

habba lsummaalu walmuwaḍḍafuuna mina nnawmi
wahabbati lsaamilaatu walmuwaḍḍafaatu mina nnawmi

The men workers and employees got up. And the women workers and employees got up.

الْعَمَالُ ذَاهِبُونَ إِلَى الْمَصَانِعِ . وَالْمُوظَّفُونَ قَاصِدُونَ إِلَى الْمَكَاتِبِ .

PalSummaalu ḡaahibuuna Pila lmaṣaaniṣi walmuwaḍḍafuuna qaasiduuna Pila lmakaatibi

The workers are going to the factories. The employees are heading for the offices.

الْعَامِلَاتُ ذَاهِبَاتٌ إِلَى الْمَصَانِعِ . وَالْمُوظَّفَاتُ قَاصِدَاتٌ إِلَى الْمَكَاتِبِ .

PalSaamilaatu ḡaahibaatun Pila lmaṣaaniṣi walmuwaḍḍafaatu qaasidaatun Pila lmakaatibi

The women workers are going to the factories. The women employees are heading for the offices.

الْمَصَانِعُ بَعِيدَةٌ عَنِ الْمَسَاكِينِ . وَالْمَكَاتِبُ قَرِيبَةٌ مِنْ وَسْطِ الْمَدِينَةِ .

Palmaṣaaniṣu baṣiīdatun ʿani lmasaakini walmakaatibu qariibatun min wasaṭi lmadīnati

The factories are far from the dwellings . The offices are near the centre of the city.

الْحَرَكََةُ دَائِبَةٌ . الطَّرِيقَاتُ مُزْدَحِمَةٌ .

Palharakatu daaʿibatun Paṭṭuruqaatu muzdahimatun

A lot of movement is going on. The streets are crowded.

النَّاسُ قَادِمُونَ وَذَاهِبُونَ. الْعَرَبَاتُ وَالسَّيَّارَاتُ قَادِمَةٌ وَذَاهِبَةٌ.

?annasuu qaadimuuna waḍaahibuuna ?alfarabaatu wassayyaaraatu qaadimatun
waḍaahibatun

People are coming and going. Carts and cars are coming and going.

أَهْلُ الْمَدِينَةِ مُجِدُّونَ. وَالْمُجِدُّونَ جَدِيرُونَ بِالْخَيْرِ.

?ahlu lmadīinati mujidduuna walmujidduuna jadiiruuna bilxayri

The city people are hard-working (people). Hard-working people are worthy of welfare.

1. أَفْلَاحٌ نَشِيطٌ . السُّكُونُ شَامِلٌ .

These are two nominal sentences. The subject in each is masculine singular (أَفْلَاحٌ - السُّكُونُ) and the predicate agrees with it in number and gender (نَشِيطٌ - شَامِلٌ). Both subject and predicate are in the nominative case which is indicated here by (الضَّمَّةُ) on the final letter.

2. أَفْلَاحَةٌ نَشِيطَةٌ . الشَّمْسُ مُشْرِقَةٌ .

These are also two nominal sentences. The subject in each is feminine singular (أَفْلَاحَةٌ - الشَّمْسُ). The predicate agrees with the subject in number and gender (نَشِيطَةٌ - مُشْرِقَةٌ). Both subject and predicate are in the nominative case which is indicated here by (الضَّمَّةُ) .

3. أَفْلَاحُونَ نَشِيطُونَ . الْعَامِلُونَ جَدِيرُونَ بِالسَّعَادَةِ .

The subject in each sentence is a sound masculine plural (أَفْلَاحُونَ - الْعَامِلُونَ). The predicate is also a sound masculine plural (نَشِيطُونَ - جَدِيرُونَ). Both subject and predicate are in the nominative case which is indicated here by (الْوَاوُ) in the ending (مَوْنٌ) .

4. أَفْلَاحَاتُ نَشِيطَاتُ . الْمُوظَّفَاتُ قَاصِدَاتُ إِلَى الْمَكَاتِبِ .

The subject is a sound feminine plural (أَفْلَاحَاتُ - الْمُوظَّفَاتُ). The predicate is also a sound feminine plural (نَشِيطَاتُ - قَاصِدَاتُ). Both subject and predicate are in the nominative case which is indicated here by (الضَّمَّةُ) .

EXERCISES

تمارين

1. Fill in the blanks with suitable subjects:

- مُجَاوِرَةٌ لِلْمَسَاكِينِ .
 شَبِيهٌ بِاللُّؤْلُؤِ .
 مُتَمَايِلَةٌ .
 شَامِلٌ .
 هَادِئَةٌ فِي الصَّبَاحِ الْمُبَكَّرِ .
 مَسْرُورُونَ وَ مَسْرُورَاتٌ .

2. Fill in the blanks with suitable predicates:

- الْقُطْنُ أَبْيَضُ .
 الْمُوظَّفُونَ إِلَى الْمَكَاتِبِ .
 قَطَرَاتُ النَّدى
 الْعَامِلَاتُ إِلَى الْمَصَانِعِ .
 زَهْرَاتُ الْقُطْنِ
 مَوْسِمُ الْحَصَادِ

3. Complete each of the following sentences with a predicate chosen from those given below:

(This is to be done with reference to lesson 44.)

مُرِيحَةٌ - وَاَقْفٌ - مَدِينَةٌ - بَعِيدٌ

- الْبَيْتُ
 الرُّحْلَةُ
 خَلِيلٌ فِي مَيْدَانِ الْمَحْطَةِ .
 الْقَاهِرَةُ كَبِيرَةٌ .

4. Complete each of the following sentences with a subject chosen from those given below. Indicate the case endings:
(This is to be done with reference to lesson 12.)

الشمس - نور - عصير - الحر

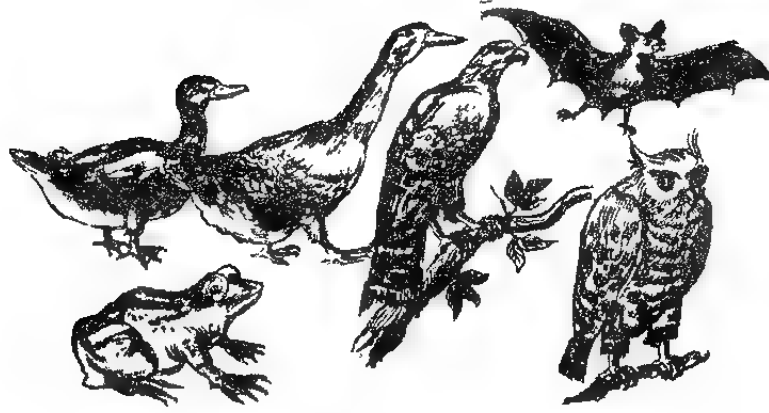
. اللّيمون لذيذ .
. طالعة ، و شديد .
. الصّباح جميل .

5. Give the plural of both the subject and the predicate in the following.
Indicate the case endings:

النافذة واسعة .
التلميذ ذاهب إلى المدرسة .
العامل مجد .
التلميذة مسرورة .

الدَّرْسُ الثَّامِنُ وَالسُّتُونَ

Paddarsu ʕaaaminu-wassittuuna
Lesson Sixty-Eight



مِنْ أَوْصَافِ الطَّيْرِ وَالْحَيَوَانَ

min Pawsaafi ʕtayri walhayawaani
About birds and animals

قَالَ نَبِيلٌ لِوَالِدِهِ : قَرَأْتُ الْيَوْمَ كِتَابَ الْعُلُومِ .

qaala nabiilun liwaalidihi qaraʕtu ʕyawma kitaaba ʕuluumi
Nabil said to his father, "I have read the science book today."

قَالَ الْوَالِدُ : وَمَاذَا عَلِمْتَ ؟

qaala ʕwaalidu wamaaʕaa ʕalimta
His father said, "What have you learnt ?"

قَالَ نَبِيلٌ : الْبَطَّةُ مِثْلُ الزُّورَقِ . وَالرُّجُلَانِ مِجْدَافَانِ .

qaala nabiilun ʔalbattatu mielu ʕzawraqi warrijlaani mijdaafaani
Nabil said, "The duck is like a boat. Its legs are (like) two oars."

الْجَنَاحَانِ ضَعِيفَانِ ، وَلِهَذَا لَا تَطِيرُ .

ʔaljanaahaani ʕaʕiifaani walihaaʕa laa tatiiru
Its (two) wings are weak and so it does not fly."

قَالَ الْوَالِدُ : الْوَزَّةُ مِثْلُ الْبَطَّةِ . الْوَزَّةُ وَالْبَطَّةُ مُتَشَابِهَتَانِ . هُمَا طَائِرَانِ مَائِيَّانِ .

qaala lwaalidu ?alwazzatu mielu lbattati ?alwazzatu walbattatu muta?aabihataani humaa ?aa?iraani maa?iyyaani

The father said, "The goose is like the duck. The goose and the duck are alike. They are water birds."

قَالَ نَبِيلٌ : وَالْحِدَاةُ سَرِيعَةُ الطَّيْرَانِ ، فَالْجَنَاحَانِ قَوِيَّانِ .

qaala nabiilun walhida?atu sariifatu ttayaraani faljanaahaani qawiyyaani

Nabil said, "The kite flies fast; its (two) wings are strong."

وَالرَّجْلَانِ قَوِيَّتَانِ قَصِيرَتَانِ .

warrijaani qawwiyataani qasiiirataani

Its (two) legs are short and strong.

الْمِنْقَارُ حَادٌّ . وَالْمَخَالِبُ حَادَّةٌ .

?alminqaaru haaddun walmaxaalibu haaddatun

Its beak is sharp, and its claws are sharp."

قَالَ الْوَالِدُ : الْبُومَةُ مِثْلُ الْحِدَاةِ . هُمَا طَائِرَانِ مُتَمَآثِلَانِ . الْحِدَاةُ وَالْبُومَةُ طَائِرَانِ جَارِحَانِ .

qaala lwaalidu ?albuumatu mielu lhida?ati humaa ?aa?iraani mutamaa?ilaani ?alhida?atu walbuumatu ?aa?iraani jaarihaani

The father said, "The owl is like the kite. They are similar birds. The kite and the owl are birds of prey."

قَالَ نَبِيلٌ : الْخُفَّاشُ حَيَوَانٌ وَلَكِنَّهُ يُطِيرُ .

qaala nabiilun ?alxuffaa?u hayawaanun walaakinnahu yatiiiru

Nabil said, "The bat is an animal but it flies."

الْجَنَاحَانِ خَالِيَانِ مِنَ الرِّيشِ .

?aljanaahaani xaliyaani mina rrii?i

Its wings are free from feathers.

الْأُذُنَانِ كَبِيرَتَانِ ، وَالْأَسْنَانُ حَادَّةٌ ، وَلَيْسَ لَهُ مِنْقَارٌ .

Palpuḍunaani kabiirataani walʔasnaanu haaddatun walayṣa lahu minqaarun
Its ears are big, its teeth are sharp; it has no beak. "

قَالَ الْوَالِدُ : رَأْسُ الْخُفَّاشِ شَبِيهُ بِرَأْسِ الْفَأْرِ . الرَّأْسَانِ مُتَشَابِهَانِ .

qaala lwaalidu raʔsu lxuffaaʃi ʃabiihun biraʔsi lfaʔri ʔarraʔaani mutaʃaabahaani
The father said, "The head of the bat is like the head of the mouse. The two heads are similar. "

قَالَ نَبِيلٌ : لَيْسَ لِلضُّفْدَةِ رَقَبَةٌ . وَالْعَيْنَانِ بَارِزَتَانِ .

qaala nabiilun laysa liḍḍifdiʔati raqabatun walfaynaani baarizataani
Nabil said, "The frog has no neck. Its eyes are protruding. "

الرُّجُلَانِ الْخَلْفِيَّتَانِ طَوِيلَتَانِ . وَالرُّجُلَانِ الْأَمَامِيَّتَانِ قَصِيرَتَانِ .

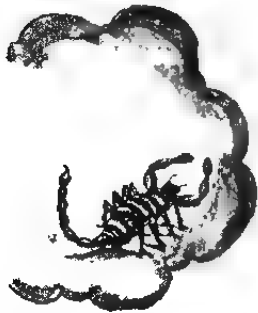
ʔarrijaani lxaalfiyyataani ʔawiilataani warrijaani lʔamaamiyyataani qaʃiirataani
Its hind legs are long, its fore legs are short. "



قَالَ الْوَالِدُ : وَلِهَذَا تَقْفِزُ الضُّفْدَةُ بِسُهُولَةٍ
مِثْلَ الْقَنْغَرِ . هُمَا حَيَوَانَانِ قَافِرَانِ

qaala lwaalidu walihaaḍaa taqfiʔu ḍḍifdiʔatu bisuhuulatin
miela lqangari humaa hayawaanaani qaafiraani

The father said, "This is why the frog can easily
(with easiness) jump like the kangaroo. They are
leaping animals. "



قَالَ نَبِيلٌ : وَالْعَقْرَبُ وَالْتُّعْبَانُ سَامَانِ .
وَيُحِبُّ التُّعْبَانُ الْمَوْسِقَا .

qaala nabiilun walfagrabu waʕʕuʃbaanu saammaani
wayuhibbu ʕʕuʃbaanu lmuusiiqaa

Nabil said, "The scorpion and the snake are poisonous.
The snake loves music. "



قَالَ الْوَالِدُ: الثُّعْبَانُ وَالْإِنْسَانُ فِي هَذَا مُتَّفِقَانِ .
هُمَا عَاشِقَانِ لِلْأَنْغَامِ .

qaala lwaalidu ?a00u?baanu wal?insaanu fi haa0aa
muttafiqaani humaa saa?iqaani lil?angaami

The father said, "Snake and man are similar in this
(respect). Both are lovers of tunes. "

1. الْجَنَاحَانِ ضَعِيفَانِ . الرَّأْسَانِ مُتَشَابِهَانِ .

The subject in each of these two sentences is masculine dual (الرَّأْسَانِ - الْجَنَاحَانِ); the predicate agrees with it in number and gender (مُتَشَابِهَانِ - ضَعِيفَانِ). Both subject and predicate are in the nominative case which is here indicated by (أَنَّ) in the ending (أَنَّ).

2. الرَّجُلَانِ قَوِيَّتَانِ . الْأُذُنَانِ كَبِيرَتَانِ .

The subject in each of these two sentences is feminine dual (الرَّجُلَانِ - الْأُذُنَانِ). The predicate agrees with it in number and gender (كَبِيرَتَانِ - قَوِيَّتَانِ). Both the subject and the predicate are in the nominative case which is here indicated by (أَنَّ) in the ending (أَنَّ).

3. الْعَقْرَبُ وَالْثُعْبَانُ سَامَانِ .

The subject is masculine singular (الْعَقْرَبُ). It is in the nominative case, the case ending being (الضَّمَّةُ). Since the masculine singular (الْثُعْبَانُ) is joined to it by (وَ), the combination (الْعَقْرَبُ وَالْثُعْبَانُ) conveys a dual meaning. The predicate (سَامَانِ) is therefore masculine dual.

4. الْوَزَّةُ وَالْبَطَّةُ مُتَشَابِهَتَانِ .

The subject is feminine singular (الْوَزَّةُ). It is in the nominative

case, the case ending being (الْفُصَّةُ). Since the feminine singular (الْوَزَةُ وَالْبَطَّةُ) is joined to it by (وَ), the combination (الْوَزَةُ وَالْبَطَّةُ) conveys a dual meaning. The predicate (مُتَشَابِهَتَانِ) is therefore feminine dual.

5. هُمَا طَائِرَانِ . هُمَا حَيَوَانَانِ .

The dual pronoun (هُمَا) is subject in the two sentences. The predicate in the first sentence is (طَائِرَانِ) and in the second (حَيَوَانَانِ). Each predicate is a dual in the nominative case.

EXERCISES

تمريبات

1. Supply suitable predicates in the following:

هُمَا مَائِيَّانِ .
 الْجَنَاحَانِ فِي الْحِدَاةِ
 الْعَيْنَانِ فِي الضَّفْدَةِ
 الْحِدَاةُ وَالْبُومَةُ جَارِحَانِ .
 الضَّفْدَةُ وَالْقَنْغَرُ قَافِرَانِ .

2. Supply suitable subjects in the following :

. خَالِيَانِ مِنَ الرِّيشِ .
 مَجْدَافَانِ .
 وَالْحِدَاةُ طَائِرَانِ مُتَمَائِلَانِ .
 الْخَلْفِيَّتَانِ طَوِيلَتَانِ .
 وَالْإِنْسَانُ عَاشِقَانِ لِلْأَنْغَامِ .

3. Fill in each of the following blanks with a predicate chosen from those given in the frame :

بَعِيدَانِ - سَرِيعَتَانِ - مُرِيحَانِ - جَمِيلَتَانِ

السَّيَّارَتَانِ
 الْكُرْسِيَّانِ
 الْبَيْتَانِ
 الْمِنْضَدَتَانِ

الدَّرْسُ التَّاسِعُ وَالسُّتُونَ

ʔaddarsu ttaasiʕu wassittuuna
Lesson Sixty-Nine



الْأَسَدُ وَالْفَأْرُ

ʔalʔasadu walfaʔru
The lion and the mouse

عَاشَ فَأْرٌ قَرِيباً مِنْ عَرِينِ أَسَدٍ .

ʕaaʕa faʔrun qariiban min ʕariini ʔasadin
A mouse lived near the den of a lion.

وَفِي يَوْمٍ مِنَ الْأَيَّامِ نَامَ الْأَسَدُ أَمَامَ عَرِينِهِ .

wafi yawmin mina lʔayyaami naama lʔasadu ʔamaama ʕariinihi
One day the lion fell asleep in front of its den.

وَالْفَأْرُ فِي الْجُحْرِ .

walfaʔru fi ljuhri
The mouse was in its hole.

خَرَجَ الْفَأْرُ لَيْلاً يَبْحَثُ عَنْ غِذَائِهِ .

zaraja lfaʔru laylan yabhaʕu ʕan ʕiɖaaʔihi
The mouse went out at night looking for food.

قَالَ الْفَأْرُ :

qaala lfaḥru
The mouse said,

يَا سَيِّدِي الْأَسَدُ ، أَخْطَأْتُ وَأَرْجُو أَنْ تُسَامِحَنِي .

yaa sayyidi lʔasadu ʔaxṭaṭu waʔarjuu ʔan tusaamihanii
“ I have erred and I wish you forgive me, Sir.

وَرُبَّمَا رَدَدْتُ لَكَ هَذَا الْجَمِيلَ يَوْمًا .

warubbamaa radadtu laka haaḏa ljamiila yawman
I might return this favour to you one day.”

فَضَحِكَ الْأَسَدُ وَقَالَ :

faḏahika lʔasadu waqaala
The lion laughed and said,

كَيْفَ يُسَاعِدُ الضَّعِيفُ الْقَوِيَّ ؟

kayfa yusaafidu ḏḏaʕiifu lqawiyya
“ How can a weak (creature) help a strong one?

وَمَعَ ذَلِكَ عَفَوْتُ عَنْكَ . أَلْعَفُو عِنْدَ الْمَقْدِرَةِ .

wamaʕa ḏaalika ʕafawtu ʕanka ʔalʕafuu ʕinda lmaqdirati
However, I have forgiven you. One should forgive when one is in a position of power.”

وَفِي يَوْمٍ مِنَ الْأَيَّامِ وَقَعَ الْأَسَدُ فِي شِبَاكِ صَيَّادٍ .

wafii yawmin mina lʔayyaami waqaʕa lʔasadu fii ʕibaaki ʕayyaadin
One day the lion fell into the nets of a hunter.

وَلَمْ يَسْتَطِعِ الْهَرَبَ فَأَخَذَ يَزَارُ زَيْبَرًا عَالِيًا .

walam yastatiʕi lharaba ʔaxḏa yazaru zaʕiiran ʕaaliyan
It could not escape. So it started to roar very loudly.

سَمِعَ الْفَأْرُ زَيْبَرَ الْأَسَدِ . وَكَانَ فَوْقَ شَجَرَةٍ .

samiʕa lfaḥru zaʕiira lʔasadi wakaana ʔawqa ʕajaratin
The mouse heard the roar of the lion. The mouse was on a tree.

الْأَسَدُ بَيْنَ الشُّبَاكِ ، وَالْفَأْرُ فَوْقَ الشَّجَرَةِ .

PalPasadu bayna ššibaaki walfa?ru fawqa ššajarati

The lion was (caught) in the nets. The mouse was on the tree.

جَرَى الْفَأْرُ إِلَى الْأَسَدِ مُسْرِعاً .

jara lfa?ru Pila lPasadi musri?an

The mouse ran quickly to the lion.

وَأَخَذَ يَقْرِضُ حَبَالَ الشُّبَاكِ .

wa?axa?ða yaqri?u hibaala ššibaaki

It started to gnaw at the ropes of the nets.

اسْتَطَاعَ الْأَسَدُ الْخُرُوجَ مِنْهَا .

Pista?aa?ða lPasadu lxuruuja minhaa

The lion managed to get out of the nets.

شَكَرَ الْأَسَدُ الْفَأْرَ وَقَالَ :

šakara lPasadu lfa?ra waqaala

The lion thanked the mouse and said,

الآنَ عَرَفْتُ : لِلصَّغِيرِ مَزِيَّةٌ ، وَلِلْكَبِيرِ مَزِيَّةٌ .

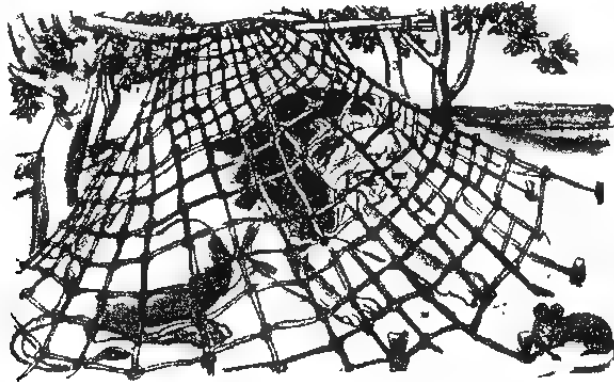
PalPaana Sarafu liššagiiri maziyyatun walikabiiri maziyyatun

" Now I know: a small (creature) has its advantages, and a big (creature) has its advantages.

وَيَجِبُ أَلَّا نَحْتَقِرَ الصَّغِيرَ لِصِغَرِهِ ، فَلِكُلِّ شَيْءٍ مَزِيَّةٌ .

wayajibu Pallaa nahtaqira ššagiira lišigarihi falikulli šay?in maziyyatun

We should not despise a small creature for being small; everything has its advantage. "



1. You have already learnt that a nominal sentence consists of a subject and a predicate. A predicate may be singular, dual or plural. It may be masculine or feminine.
2. This lesson introduces another kind of predicate.

Read the following sentence:

الْفَأْرُ فِي الْجُبْرِ .

It is a nominal sentence consisting of a subject (الْفَأْرُ) and a predicate (فِي) . Note that the predicate consists of a preposition (فِي) and a noun (الْجُبْرِ) . Note also that the noun following the preposition ends with the vowel (الْكَسْرَةُ) ; it is in the genitive case. Other examples are:

الْأَسَدُ فِي هَيَاجٍ - الْفَأْرُ فِي خَوْفٍ .

The first sentence consists of a subject (الْأَسَدُ) and a predicate (فِي هَيَاجٍ) . Similarly, the second sentence consists of a subject (الْفَأْرُ) and a predicate (فِي خَوْفٍ) .

3. Read the following sentence:

الْفَأْرُ فَوْقَ الشَّجَرَةِ .

It is a nominal sentence. It consists of a subject (الْفَأْرُ) and a predicate (فَوْقَ الشَّجَرَةِ) . The predicate is an adverbial phrase of place.

Similarly, the sentence (الْعَفْوُ عِنْدَ الْمَقْدِرَةِ) consists of a subject (الْعَفْوُ) and a predicate (عِنْدَ الْمَقْدِرَةِ) ; the predicate is an adverbial

phrase of time.

Thus a predicate may be a prepositional or an adverbial phrase.

4. Read the following sentence:

لِلصَّغِيرِ مَرْيَةُ .

It is a nominal sentence consisting of a subject (مَرْيَةُ) and a predicate

(لِلصَّغِيرِ) . The predicate consists of a preposition and a noun.

Note that the predicate precedes the subject.

Note also that the subject is an indefinite noun. This shows that when a subject is an indefinite noun and the predicate consists of a preposition and a noun, the predicate must precede the subject.

The predicate also precedes the subject when the former is an adverbial phrase and the latter an indefinite noun:

فَوْقَ الشَّجَرَةِ فَأَرْ .

If the subject is definite and the predicate is a prepositional or an adverbial phrase, the predicate may precede or follow the subject:

أَوْ فِي الْجُحْرِ أَوْ فِي الْجُحْرِ أَوْ فِي الْجُحْرِ أَوْ فِي الْجُحْرِ .
أَوْ فَوْقَ الشَّجَرَةِ أَوْ فَوْقَ الشَّجَرَةِ أَوْ فَوْقَ الشَّجَرَةِ أَوْ فَوْقَ الشَّجَرَةِ .

EXERCISES

1. Answer the following questions:

- مَا اسْمُ بَيْتِ الْأَسَدِ ؟
- مَا اسْمُ بَيْتِ الْفَأْرِ ؟
- لِمَاذَا غَضِبَ الْأَسَدُ مِنَ الْفَأْرِ ؟
- كَيْفَ رَدَّ الْفَأْرُ جَمِيلَ الْأَسَدِ ؟

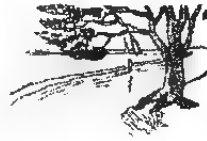
2. Supply the missing predicates in the following:

- الْفَأْرُ
- الْأَسَدُ فِي هَيَاجٍ ، وَالْفَأْرُ
- مَرْيَّةٌ ، و مَرْيَّةٌ .

3. Indicate the predicate in each of the following sentences. Then state its kind:

- الْبَطَّةُ فِي الْمَاءِ .
- الْعَصْفُورُ فَوْقَ الشَّجَرَةِ .
- فِي الْمَكْتَبَةِ أَقْلَامٌ .
- الشَّمْسُ مُشْرِقَةٌ .
- الْمُسَافِرُونَ فِي الْمَحْطَةِ .
- الْقِطَارُ سَرِيعٌ .

4. Write a nominal sentence about each of the following pictures. The sentence should consist of a subject and a predicate which is either a prepositional or an adverbial phrase.



الدَّرْسُ السَّبْعُونَ

Paddarsu ssabʿuuna
Lesson Seventy



أَصْوَاتُ الْحَيَوَانَاتِ وَالطَّيْرِ

Paṣwaatu ḥayawaanaati waṭṭayri
The voices of animals and birds

يُحِبُّ مَحْمُودٌ قِطَّتَهُ ، وَتُحِبُّ الْقِطَّةُ مَحْمُودًا .

yuhibbu mahmuudun qiṭṭatahu watuhibbu lqiṭṭatu mahmuudan
Mahmoud likes his cat. The cat likes Mahmoud.

أَقْبَلَ وَالِدُ مَحْمُودٍ .

Paqbala waalidu mahmuudin
Mahmoud's father came.

جَرَى مَحْمُودٌ إِلَيْهِ ، وَقَالَ :

jaraa mahmuudun ilayhi waqaala
Mahmoud ran to him and said,

تَكَلَّمَ قِطَّتِي .

takallamat qiṭṭatii
" My cat has spoken. "

وَيَنْعَقُ الْغُرَابُ
wayanfaqu ḡuraabu
The crow jays.

وَتَقُوقُ الدَّجَاجَةُ
wataquuqu ddajajatu
The hen clucks,

وَيَصْبِحُ الدِّيْكُ
wayaṣiihu ddiiku
The cock crows.

ثُمَّ مَاءَتْ قِطَّةٌ مَحْمُودٍ .

ṯumma maaʔat qittatu mahmuudin
Then Mahmoud's cat mewed.

قَالَ مَحْمُودٌ لِوَالِدِهِ : مَاءَتْ قِطَّتِي .

qaala mahmuudun liwaalidihi maaʔat qittatii
Mahmoud said to his father, "My cat has mewed."

فَرِحَ الْوَالِدُ وَقَالَ :

fariha lwaalidu waqaala
Mahmoud's father was pleased and said,

عَرَفْتُ الْآنَ صَوْتَ الْقِطَّةِ .

sarafta lʔaana sawta lqittati
"Now you know (how to call) the voice of the cat."

فَقَالَ مَحْمُودُ :

faqaala mahmuudun
Mahmoud said,

وَعَرَفْتُ الْأَصْوَاتَ الَّتِي ذَكَرْتَهَا .

waʔsraftu lʔaswaata llatii ḍakartaha
"I have also known (how to call) the voices you have mentioned."

EXERCISES

تمرينات

1. Indicate the verb and the subject in each of the following sentences:

- (١) مَاءَتِ الْقِطَّةُ .
- (٢) نَبَّحَ الْكَلْبُ .
- (٣) صَهَلَ الْحِصَانُ .
- (٤) شَقَشَقَ الْعُصْفُورُ .
- (٥) عَوَى الذُّئْبُ .
- (٦) نَهَقَ الْحِمَارُ .

2. Supply the missing verb in each of the following sentences:

- (١) الْحَمَامَةُ .
- (٢) الْأَسَدُ .
- (٣) الْغُرَابُ .
- (٤) الدَّجَاجَةُ .

3. Supply the missing subject in each of the following sentences:

- (١) يَطِيرُ
- (٢) يَكْتُبُ
- (٣) أَشْرَقَتْ
- (٤) يَعُودُ
- (٥) ظَهَرَ
- (٦) فَرِحَ

الدَّرْسُ الْحَادِي وَالسَّبْعُونَ

Paddarsu lhaadii wassabʿuuna

Lesson Seventy-One



أُسْرَةٌ مُتَعَاوِنَةٌ

Pusratun mutaʿaawinatun

A cooperating family

أَقْبَلَ الصَّبَاحُ . وَانْتَشَرَ النُّورُ . وَاسْتَيْقَظَتِ الْقَرْيَةُ . وَصَحَا النَّائِمُونَ .

ʔaqbala ʕsabaahu wantaʕara ʔnuuru wastayqaḍati lqaryatu waṣaha ʔnaaʔimuuna
Morning has come. Light has spread. The village is up. The sleepers have awoken

أُسْرُ الْفَلَاحِينَ مُتَعَاوِنَةٌ :

Pusaru lfallaahiina mutaʿaawinatun

The families of farmers are cooperating.

يَعْمَلُ الْفَلَاحُونَ ، وَتَعْمَلُ الزَّوْجَاتُ ، وَيَعْمَلُ الْأَوْلَادُ .

yaʕmalu lfallaahuuna wataʕmalu zzawjaatu wayaʕmalu lʔawlaadu

The farmers work. The wives (of farmers) work. The children (of farmers) work.

اسْتَيْقَظَ الْوَالِدَانِ ، وَاسْتَيْقَظَ الْأَوْلَادُ .

ʔistayqaḍa lwaalidaani wastayqaḍa lʔawlaadu

The parents (father and mother) woke up. The children woke up.

وَبَدَأَ كُلُّ مِنْهُمْ يَسْتَعِدُّ لِعَمَلِهِ .

wabadaʔa kullun minhum yastaʔiddu liʕamalihi
Each one of them began to get ready for work.

ذَهَبَ الْوَالِدُ إِلَى الْمَسْجِدِ .

ḏahaba lwaalidu ʔila lmasjidi
The father went to the mosque.

وَقَامَتِ الْأُمُّ بِأَعْمَالِ الْبَيْتِ .

waqaamati lʔummu biʔaʕmaali lbayti
The mother did the house work.

تَحْلُبُ الْبَقَرَةَ ، وَتُنْظِفُ الْبَيْتَ ، وَتُعِدُّ الطَّعَامَ .

tahlubu lbaqarata watunaḏḏifu lbayta watuʕiddu ttaʕaama
She milks the cow, cleans the house, and prepares food.

وَتُسَاعِدُ ابْنَتَانِ الْأُمِّ فِي أَعْمَالِهَا .

watusaaʕidu lbintaani lʔumma fi ʔaʕmaalihaa
The two daughters help the mother in her work.

وَيَعُودُ الْوَالِدُ مِنَ الْمَسْجِدِ .

wayaʕuudu lwaalidu mina lmasjidi
The father returns from the mosque.

فَيَتَنَاوَلُ أَفْرَادُ الْأُسْرَةِ الْفُطُورَ .

fayatanaawalu ʔaʕraadu lʔusrati lfuʔuura
The members of the family eat breakfast.

ثُمَّ يَذْهَبُ كُلُّ إِلَى عَمَلِهِ .

ʕumma yaḏhabu kullun ʔilaa ʕamalihi
Then everyone goes to his work.

يَذْهَبُ الْوَالِدُ إِلَى الْحَقْلِ ، وَيَذْهَبُ الْأَوْلَادُ إِلَى الْمَدْرَسَةِ .

yaḏhabu lwaalidu ʔila lhaqli wayaḏhabu lpawlaadu ʔila lmadrasati
The father goes to the field, and the children go to school.

وَيَقُومُ الْوَالِدُ بِعَمَلِهِ فِي الْحَقْلِ .

wayaquumu lwaalidu biʿamalīhi fī lhaqli
The father does his work in the field.

يَسْقِي الزَّرْعَ وَيَرْعَى الْمَاشِيَةَ ، وَتُسَاعِدُ الزَّوْجَةُ زَوْجَهَا .

yasqī zzarʿa wayarʿa lmaaʿsiyata watusaaʿidu zzawjatu zawjahaa
He waters the plants and looks after the cattle. The wife helps her husband.

وَيَذْهَبُ الْأَوْلَادُ إِلَيْهِمَا بَعْدَ الْخُرُوجِ مِنَ الْمَدْرَسَةِ ، وَيَتَعَاوَنُ الْجَمِيعُ
فِي أَعْمَالِ الْحَقْلِ .

wayaḏhabu lʾawlaadu ilayhimaa baʿda lʾuruuji mina lmadrasati wayataʿaawanu
ljamiiʿu fī ʾaʿmaali lhaqli
After leaving school the children join them and all (of them) cooperate in
working in the field.



وَفِي الْمَسَاءِ يَعُودُ الْوَالِدَانِ ، وَيَعُودُ الْأَوْلَادُ مَعَهُمَا فِي سُرُورٍ .

wafī lmasaaʾi yaʿuudu lwaalidaani wayaʿuudu lʾawlaadu maʿahumaa fī suruurin
In the evening, the parents return (home). The children return with them
happily (with pleasure).

الْأُسْرَةُ تَعْمَلُ وَتَتَعَاوَنُ .

ʾalʾusratu taʿmalu watataʿaawanu
The family works and cooperates.

GRAMMATICAL NOTES

أَلْمَلَا حَظَاتُ النَّحْوِيَّةِ

1. أَقْبَلَ الصَّبَاحُ - اسْتَبَقَطَتِ الْقَرْيَةُ .

Note that the subject in each sentence is singular. It is in the nominative case which is here indicated by (الضَّمَّةُ) .

2. اسْتَبَقَطَ الْوَالِدَانِ - تُسَاعِدُ الْبَنَتَانِ الْأُمَّ .

Note that the subject in each sentence is dual. It is in the nominative case which is here indicated by (اِنْ) in the dual ending (اِنَّ) .

3. صَحَا الدَّائِمُونَ - يَعْمَلُ الْفَلَّاحُونَ .

Note that the subject in each sentence is a sound masculine plural. It is in the nominative case which is here indicated by (و) in the ending (وُنَ) .

4. تَعْمَلُ الزَّوْجَاتُ .

Note that the subject is a sound feminine plural. It is in the nominative case which is indicated by (الضَّمَّةُ) as in the singular.

5. اسْتَبَقَطَ الْأَوْلَادُ .

Note that the subject is a broken plural. It is in the nominative case which is indicated by (الضَّمَّةُ) as in the singular.

6. اسْتَبَقَطَ الْوَالِدُ .
اسْتَبَقَطَ الْوَالِدَانِ .
اسْتَبَقَطَ الْأَوْلَادُ .

Note that the subject is singular, dual and plural in the first, second and third sentences respectively.

Note also that the verb has the same form in the three sentences. This indicates that the verb does not change form when the subject changes from singular into dual or plural.

EXERCISES

تمارين

1. Make the subject dual and then plural in the following sentences :

- (١) يَسْقِي الْفَلَّاحُ الزَّرْعَ .
- (٢) يَبِيعُ الصَّيْدَلِيُّ الدَّوَاءَ .
- (٣) يَصْنَعُ النُّجَّارُ الْكُرْسِيَّ .
- (٤) تَطِيرُ الطَّائِرَةُ فِي الْهَوَاءِ .

2. Fill in the blanks with suitable : verbs chosen from those given below:

وَصَلَ - تَسِيرُ - يَدْخُلُ - يُشِيرُ - أَكَلَ - يُشِيرُ

- (١) الْعَقْرَبُ الْكَبِيرُ فِي السَّاعَةِ إِلَى الدَّقَائِقِ .
- (٢) الْعَقْرَبُ الصَّغِيرُ فِي السَّاعَةِ إِلَى السَّاعَاتِ .
- (٣) الدَّجَاجُ الْقَمْحَ .
- (٤) الْقَطَارُ إِلَى الْمَحْطَةِ .
- (٥) السَّفِينَتَانِ فِي النَّيْلِ .
- (٦) الْمُصَلُّونَ الْمَسْجِدَ .

3. Fill in the blanks with suitable subjects chosen from those given below:

الْمُسَافِرُونَ - الْعَامِلَاتُ - الصَّدِيقَانِ - الْبُلْبُلُ

- (١) قَامَ بِرِحْلَةٍ .
- (٢) يُغَرِّدُ

- (٣) يَرْكَبُ الْفِطَارَ .
 (٤) تَرْجِعُ مِنَ الْمَصْنَعِ .

4. Form five verbal sentences combining a verb from (A) with a subject from (B):

| (B) | (A) |
|-----------------|------------|
| الْقَطَّانُ | صَهَلَ |
| الْأَصْوَاتُ | تَشَقَّقُ |
| الْحَصَانَانِ | يُودِنُ |
| الْمَصَافِيرُ | تَرْتَفِعُ |
| الْمُؤَدِّثُونَ | تَمُوءُ |

الدَّرْسُ الثَّانِي وَالسَّبْعُونَ

Paddarsu ʿaani wassabʿuuna
Lesson Seventy - Two



عِيدُ مِيلَادِ نَبِيلٍ

Siidu miilaadi nabiilin
Nabil's birthday

قَالَ نَبِيلٌ لِوَالِدِهِ :

qaala nabiilun liwaalidihi
Nabil said to his father,

قُرْبَ عِيدِ مِيلَادِي.

qaruba siidu miilaadii
" My birthday is approaching.

وَأَوْدُ حَفْلَةٍ لَطِيفَةٍ ،

waʿawaddu haflatan laṭiifatan
I would like to have a nice party,

أَدْعُو لَهَا الْأَصْدِقَاءَ وَالزَّمَلَاءَ .

ʔadʿuu laha lʔaṣḍiqaaʔa wazzumalaaʔa
to which I invite friends and classmates. "

وَأَفَقَ الْوَالِدُ عَلَى الْفِكْرَةِ .

waafaqa lwaalidu sala lfikrati
The father agreed to the idea.

وَدَعَا نَبِيلٌ الْأَصْدِقَاءَ وَالزُّمَلَاءَ .

wada'aa nabiilunu lpa'diqaapa wazzumalaa'a
Nabil invited his friends and classmates.

اِشْتَرَى كُلُّ صَدِيقٍ هَدِيَّةً لِنَبِيلٍ .

Pištaraa kullu ṣadiiqin hadiyyatan linabiilin
Each friend bought a present for Nabil.

وَجَاءَ مَوْعِدُ الْحَفْلَةِ .

wajaa'a mawṣidu lhaflati
It was time for the party.

فَحَضَرَ الزُّمَلَاءَ وَالْأَصْدِقَاءَ .

fahaḍara' zzumalaa'uu walpa'diqaaa'uu
The classmates and friends came over.

اِسْتَقْبَلَ نَبِيلٌ الْمَدْعُوِينَ .

Pistaqbala nabiilunu lmad'uwwiina
Nabil received the guests (the people invited).

وَجَلَسَ الْجَمِيعُ فِي عُرْفَةِ الْجُلُوسِ .

wajalasa ljamii'uu fi gurfati ljuḷuusi
Everybody sat in the sitting room.

فَتَحَ نَبِيلٌ الرَّاذِيُو .

fataḥa nabiilunu lraadyoo
Nabil turned the radio on.

فَسَمِعَ الْأَصْدِقَاءُ الْأَلْحَانَ .

fasami'aa lpa'diqaaa'uu lalḥaana
The friends listened to music (the tunes).

ثُمَّ قَصُّوا النَّوَادِرَ اللَّطِيفَةَ .

eumma qassu nnawaadira llatiifata
They told each other pleasant anecdotes.

وَلَعَبُوا الْأَلْعَابَ الْمُسْلِيَّةَ .

wala'ibu lpa'laaba lmusalliyata
They played amusing games.

دَعَا نَبِيلٌ الْحَاضِرِينَ إِلَى الْمَائِدَةِ .

daSaa nabiilunu lhaaḍiriina pila lmaa'idati
Nabil invited the guests to the table.

فَشَرَبُوا الشَّايَ وَأَكَلُوا الْفَطَائِرَ .

faSharibu sSaaya waPakalu lfaṭaa'ira
They drank tea and ate cakes.

وَأَشْعَلَتْ أُمُّ نَبِيلٍ الشَّمَعَاتِ .

waPaSṣalat Pummu nabiilini sṣamaSaati
Nabil's mother lit the candles.

ثُمَّ أَطْفَأَ نَبِيلٌ الشَّمَعَاتِ .

eumma Paṭfa'a nabiilunu sṣamaSaati
Then Nabil blew the candles off.

وَصَفَّقَ الْجَمِيعُ لِنَبِيلٍ وَقَالُوا :

waṣaffaqa ljamiiṣu linabiilin waqaaluu
Everybody applauded (for) Nabil and said,

عِيدُ مِيلَادٍ سَعِيدٌ يَا نَبِيلُ .

Siidu miilaadin saSiidun yaa nabiilu
"Happy birthday, Nabil."

قَدَّمَ كُلُّ وَاحِدٍ هَدِيَّتَهُ لِنَبِيلٍ .

qaddama kullu waahidin hadiyyatahu linabiilin
Every one gave Nabil his present.

وَقَدَّمَ الْوَالِدَانِ هَدِيَّتَيْنِ .

waqaddama lwaalidaani hadiyyatayni
Nabil's parents gave (him) two presents.

وَفَرِحَ نَبِيلٌ بِالْهَدَايَا .

wafariha nabiilun bilhadaayaa
Nabil was happy with the presents.

1. Read the following sentences:

اشْتَرَى الصَّدِيقُ هَدِيَّةً . شَرِبَ الْحَاضِرُونَ الشَّايَ .

These are two verbal sentences. Each consists of a verb and a subject. The subject in each is followed by a noun: (هَدِيَّةٌ) in the first sentence and (الشَّايَ) in the second. Note that the added word in each sentence is the receiver of the action and is, therefore, called an object. Note also that the object in both sentences is singular and is in the accusative case which is here indicated by (الْفَتْحَةُ) .

2. Read the following sentence:

قَدَّمَ الْوَالِدَانِ هَدِيَّتَيْنِ .

Note that the object in this sentence is the word (هَدِيَّتَيْنِ) . It is dual and is in the accusative case which is here indicated by (أَلْيَاءُ) in the ending (تَيْنِ) .

3. Read the following sentences:

اسْتَقْبَلَ نَبِيلُ الْمَدْعُوِينَ : دَعَا نَبِيلُ الْحَاضِرِينَ .

Note that the object in the first sentence is (الْمَدْعُوِينَ) and in the second (الْحَاضِرِينَ) . Both objects are sound masculine plurals. They are in the accusative case which is here indicated by (أَلْيَاءُ) in the ending (يَنِ) .

4. Read the following sentence:

أَشْعَلَتِ الْأُمُّ الشَّمْعَاتِ .

Note that the object in this sentence is the word (الشَّمْعَاتِ) . It is

a sound feminine plural (the singular is شَمْعَةٌ). It is in the accusative case which is here indicated by (الْكَسْرَةُ) below (التَّاءُ) in the ending (اتِ) .

5. Read the following sentences:

دَعَا نَبِيلُ الْأَصْدِقَاءِ . سَمِعَ الْأَصْدِقَاءُ الْأَلْحَانَ .

The objects in these two sentences are the broken plurals (الْأَصْدِقَاءُ) and (الْأَلْحَانُ) . They are in the accusative case which is here indicated by (الْفَتْحَةُ) as in the singular.

EXERCISES

تمارين

1. Underline the object in each of the following sentences and show its case ending:

- (١) كَتَبَ نَبِيلٌ خِطَاباً إِلَى عَمِّهِ .
 (٢) وَالصَّقَّ نَبِيلٌ طَابَعَ الْبَرِيدِ عَلَى الظَّرْفِ .
 (٣) أَخَذَ سَاعِي الْبَرِيدِ الْخِطَابَاتِ مِنَ الصُّنْدُوقِ .
 (٤) سَاعِي الْبَرِيدِ يَحْمِلُ الْحَقِيبَةَ .
 (٥) أَحْضَرَ الطَّبِيبُ الدُّوَاءَ .

2. Fill in the blanks with suitable objects chosen from the words given below:

حَقِيبَةٌ - حُجْرَةٌ - نَظَّارَةٌ - حِذَاءٌ - الْجَرِيدَةُ .

- (١) يَلْبَسُ أَشْرَفُ وَالِدِهِ ، وَيُمْسِكُ فِي يَدِهِ .
 (٢) إِلَهَامُ تَدْخُلُ أُمُّهَا .
 (٣) إِلَهَامُ تَلْبَسُ عَالِيَا وَتَحْمِلُ أُمُّهَا .

3. Fill in the blanks with suitable objects and show their case endings:

- (١) فِي الْمَطَارِ رَأَى خَلِيلٌ كَبِيرَةً .
 (٢) نُشَاهِدُ عَلَى الْمَسْرَحِ .
 (٣) نَحْنُ نَسْمَعُ مِنَ الرَّادِيُو .
 (٤) وَنَقْرَأُ فِي الْجَرِيدَةِ .
 (٥) نَحْنُ نَتَعَلَّمُ بِالرَّادِيُو .

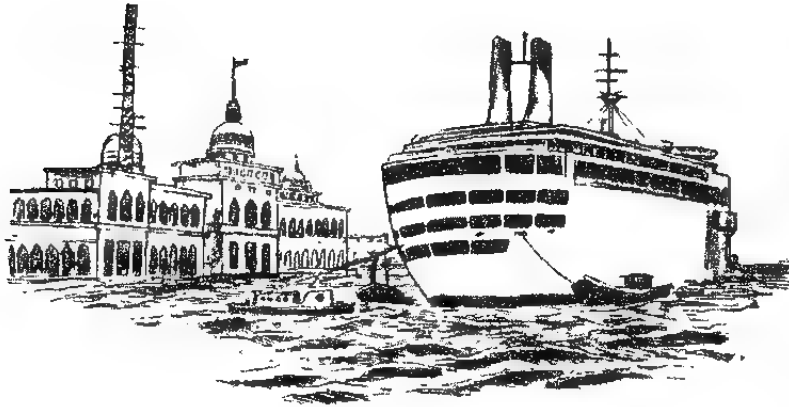
4. Make the object in the following sentence dual and then plural showing the case ending:

كَتَبَ نَبِيلٌ إِلَى عَمِّهِ خِطَاباً .

الدَّرْسُ الثَّالِثُ وَالسَّبْعُونَ

Ṣaddarsu ʿaaliyu waṣṣabṣuuna

Lesson Seventy-Three



قَنَاةُ السُّوَيْسِ

qanaatu ssuwaysi

The Suez Canal

قَنَاةُ السُّوَيْسِ فِي أَرْضِ مِصْرَ .

qanaatu ssuwaysi fii ʔarḍi miṣra

The Suez Canal is in the land of Egypt.

تَبْدَأُ الْقَنَاةُ مِنْ مِينَاءِ السُّوَيْسِ .

tabdaʔu lqanaatu min miinaaʔi ssuwaysi

The Canal begins at the port of Suez.

مَدِينَةُ السُّوَيْسِ عَلَى الْبَحْرِ الْأَحْمَرِ .

madiinatu ssuwaysi ʕala lbaḥri lʔahmari

The city of Suez is on the Red Sea.

تَمُرُّ الْقَنَاةُ بِالْبُحَيْرَاتِ الْمُرَّةِ ،

tamurru lqanaatu bilbuḥayraati lmurraṭi

The Canal passes through the Bitter Lakes,

وَتَنْتَهِي إِلَى مِينَاءِ بُورِ سَعِيدَ .

watantahii Pilaa miinaaʿi boorsaʿiida

and ends at the harbour of Port Said.

بُورِ سَعِيدُ عَلَى الْبَحْرِ الْمُتَوَسِّطِ .

boorsaʿiidu sala lbaḥri lmutawassiti

Port Said is on the Mediterranean Sea.

تَرْبِطُ الْقَنَاةُ الْبَحْرَ الْأَحْمَرَ بِالْبَحْرِ الْمُتَوَسِّطِ .

tarbitu lqanaatu lbaḥra lʾahmara bilbaḥri lmutawassiti

The Canal links the Red Sea with the Mediterranean Sea.

تَأْتِي السُّفُنُ إِلَى الْقَنَاةِ مِنْ بِلَادِ الْعَالَمِ الْمُخْتَلِفَةِ ،

taʿti ssufunu Pila lqanaati min bilaadi lʿaalami
lmuxtalifati

Ships come to the Canal from the different
countries of the world,

وَتَعْبُرُهَا فِي الْإِتْجَاهَيْنِ ،

wataʿburuhaa fii littijaahayni

and cross it from either direction.

فَتَوْقِّرُ الْكَثِيرَ مِنَ الْوَقْتِ وَالْمَالِ .

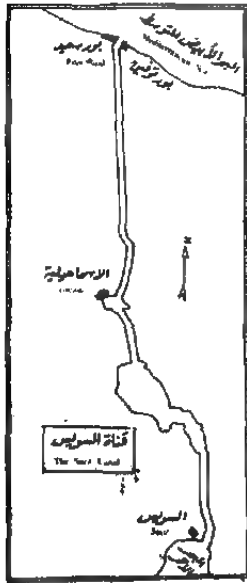
fatuwaffiru lkaeēira mina lwaqti walmaali

So they (the ships) save much time and money.

قَنَاةُ السُّوَيْسِ نِعْمَةٌ عَلَى الْعَالَمِ .

qanaatu ssuwaysi niʿmatun sala lʿaalami

The Suez Canal is a blessing to the world.





حَفَرَ الْمِصْرِيُّونَ الْقَنَاةَ فِي الْقَرْنِ الْمَاضِي .

hafara lmisriyyuuna lqanaata fi lqarni lmaadii
The Egyptians dug the Canal in the last century.

وَفِي حَفْرِهَا بَذَلَتْ مِصْرُ جُهْدًا كَبِيرًا ،

wafii hafrihaa baḍalat miṣru juhdan kabiiiran
In digging the Canal, Egypt expended much effort,

وَفَقَدَتْ كَثِيرًا مِنَ الْمِصْرِيِّينَ .

wafaqadat kaḥiiran mina lmisriyyiina
and lost many Egyptians .

وَلَكِنْ سَيَّطَرَتْ شَرِكَةُ أَجْنَبِيَّةٌ عَلَى الْقَنَاةِ ،

walaakin sayṭarat šarikatun fajnabiyyatun ʕala lqanaati
But a foreign company dominated the Canal,

وَأَسْتَغْلَّتْهَا لِمَصْلَحَتِهَا .

wastagallathaa limaslahatihaa
and exploited it for its own benefit.

وَفِي شَهْرِ يُولْيُو مِنْ عَامِ ١٩٥٦ أَمَمَتِ مِصْرُ شَرِكَةَ الْقَنَاةِ ، وَعَادَتْ
الْقَنَاةُ إِلَى أَهْلِهَا .

wafii šahri yuulyuu min ʕaami 1956 ammat miṣru šarikata lqanaati , waʕadati
lqanaatu ilaa ʔahlihaa
In (the month of) July 1956, Egypt nationalized the Canal Company and the
Canal returned to its people.

GRAMMATICAL NOTES

الملاحظات النحوية

1.

تَبَدَّلَ الْقَنَاةُ مِنْ مِينَاءِ السُّوَيْسِ .
وَتَمَرَّ بِالْبُحَيْرَاتِ الْمُرَّةِ .
وَتَنَتَّهَى إِلَى مِينَاءِ بُورِ سَعِيدَ .

These are three verbal sentences. Each consists of a verb, a subject and a complement consisting of a preposition and a noun.

The complement in the first sentence is (مِنْ مِينَاءِ) , in the second (بِالْبُحَيْرَاتِ) , and in the third (إِلَى مِينَاءِ) .

Note that the case ending of the noun after the preposition is (الْكَسْرَةُ) . This indicates that a preposition is followed by a noun in the genitive case.

2.

تَعَبَّرُ السُّفُنُ الْقَنَاةَ فِي الْإِتِّجَاهَيْنِ .

Note that the preposition in this sentence is (فِي) . The noun governed by the preposition is (الْإِتِّجَاهَيْنِ) . It is dual and is in the genitive case which is here indicated by (الْيَاءُ) in the ending (َيْنِ) .

3.

فَقَدَتْ مِصْرُ كَثِيرًا مِنَ الْمِصْرِيِّينَ .

The preposition is (مِنْ) . The noun governed by it is (الْمِصْرِيِّينَ) . It is a sound masculine plural in the genitive case which is here indicated by (الْيَاءُ) in the ending (ِينَ) .

Thus the genitive case of both the dual and the sound masculine plural is indicated by (الْيَاءُ) . But the genitive case of the broken plural and the sound feminine plural is indicated by (الْكَسْرَةُ) as in the singular.

Broken plural:

يَكْتُبُ التَّلَامِيذُ بِالْأَقْلَامِ .

Sound feminine plural:

نَشْتَرِي الْبَيْضَ مِنَ الْفَلَّاحَاتِ .

4. This lesson introduces two new prepositions. They are:

عَلَى (عَلَى الْعَالَمِ)
الَّامُ (لِمَصْلَحَتِهَا) .

EXERCISES

تمارين

1. Underline the preposition and the noun 'governed' by it in the following:
(Revise lesson 42)

- (١) كَتَبَ نَبِيلٌ خِطَاباً إِلَى عَمِّهِ .
(٢) أَلْصَقَ نَبِيلٌ طَائِعَ الْبَرِيدِ عَلَى الظَّرْفِ .
(٣) وَضَعَ نَبِيلٌ الْخِطَابَ فِي الصُّنْدُوقِ .
(٤) أَخَذَ سَاعِي الْبَرِيدِ الْخِطَابَ مِنَ الصُّنْدُوقِ .
(٥) وَضَعَ سَاعِي الْبَرِيدِ الْخِطَابَاتِ فِي حَقِيْبَةٍ .

2. Complete each of the following sentences with a complement (a preposition+ a noun) chosen from those given below:

مِنَ الصَّيْدَلِيَّةِ - فِي الْمَضْنَعِ - عَلَى الْمَائِدَةِ - مِنَ الْجَزَائِرِ - فِي الصَّبَاحِ

- (١) يَقْرَأُ أَبِي الْجَرِيْدَةَ
(٢) يَشْتَرِي سَالِمٌ اللَّحْمَ
(٣) تَعْمَلُ الْعَامِلَةُ
(٤) وَضَعْتُ أُخْتِي الطَّعَامَ
(٥) أَحْضَرَ الطَّبِيبُ الدَّوَاءَ

3. Answer the following questions:

- (١) مِنْ أَيْنَ تَبْدَأُ قَنَاةُ السُّوَيْسِ ؟
(٢) إِلَى أَيْنَ تَنْتَهِي ؟
(٣) أَيْنَ مِينَاءُ بُورْ سَعِيدَ ؟

(٤) مَتَى حَفَرَ الْمِصْرِيُّونَ الْقَنَاةَ ؟

(٥) مَتَى عَادَتِ الْقَنَاةُ إِلَى مِصْرَ ؟

4. Show the case endings of the nouns governed by prepositions in the following sentences:

(١) ذَهَبَ سَالِمٌ وَأَسْرَتُهُ إِلَى الْبُرْجِ .

(٢) رَجَعَ الْعَمَالُ مِنَ الْمَصَانِعِ .

(٣) نَنْظُرُ إِلَى الْعَقْرَبَيْنِ فِي السَّاعَةِ لِنَعْرِفَ الْوَقْتَ .

(٤) سَلَّمَ الْمُودَعُونَ عَلَى الْمُسَافِرِينَ .

(٥) تُلَصِّقُ الطَّوَابِعُ عَلَى الْخِطَابَاتِ .

الدَّرْسُ الرَّابِعُ وَالسَّبْعُونَ

Paddarsu rraabiṣu wassabṣuuna
Lesson Seventy-Four



لَا تُصَاحِبِ الْكَذَّابَ

laa tuṣaaḥibi lkaḏḏaaba
Do not accompany the liar.

خَرَجَ صَدِيقَانِ لِلصَّيْدِ صَبَاحًا .

ṣaraja ṣadiiqaani liṣṣaydi ṣabaahan
Two friends went out to hunt in the morning.

وَحَمَلَ كُلُّ مِنْهُمَا سِلَاحَهُ فَوْقَ كَتِفِهِ .

waḥamala kullun minhumaa silaahahu fawqa katifihi
Each one of them carried his weapon on his shoulder.

سَارَ الصَّدِيقَانِ حَتَّى الظُّهْرِ .

saara ṣṣadiiqaani hatta ḏḏuhri
The two friends walked until noon.

ثُمَّ جَلَسَا يَسْتَرِيحَانِ تَحْتَ شَجَرَةٍ .

ṣumma jalasaa yastariihaani tahta ṣajaratin
Then they sat down to rest under a tree.

تَكَلَّمَ أَحَدُهُمَا عَنْ شَجَاعَتِهِ مُدَّةً .

takallama ʔahaduhumaa ʕan ʕajaaʕatihi muddatan
One of them talked about his courage for some time.

وَقَالَ إِنَّهُ لَا يَخَافُ أَبَدًا .

waqaala ʔinnahu laa yaʔaafu ʔabadan
He said that he is never afraid.

وَفَجْأَةً طَلَعَ عَلَيْهِمَا دُبٌّ كَبِيرٌ .

wafajʔatan ʔalafa ʕalayhimaa dubbun kabiirun
Suddenly a big bear came on to them.

جَرَى الصَّيَّادُ « الشُّجَاعُ » فَوْرًا ،

jara ʕʕayyaadu ʕʕujaaʕu fawran
The « courageous » hunter ran away immediately,

وَصَعِدَ فَوْقَ شَجَرَةٍ عَالِيَةٍ .

waʕaʕida fawqa ʕajaratin ʕaaliyatin
and climbed up a high tree.

وَبَقِيَ الصَّيَّادُ الْآخَرُ فِي مَكَانِهِ مُتَظَاهِرًا بِالْمَوْتِ .

wabaqiya ʕʕayyaadu ʔaaxaru fi makaanihi mutaʔaahiran bilmawti
The other hunter remained in his place pretending to be dead.

وَالدَّبُّ لَا يَأْكُلُ الْمَيِّتَةَ .

waddubbu laa yaʔkulu lmaytata
The bear does not eat the dead.

سَارَ الدَّبُّ نَحْوَ الصَّيَّادِ ، وَدَارَ حَوْلَهُ وَهُوَ يَشْمُهُ .

saara ddubbu nahwa ʕʕayyaadi wadaara hawlahu wahuwa yaʕammuhu
The bear walked to the hunter and went around him sniffing at him.

وَبَعْدَ قَلِيلٍ تَرَكَهُ وَانْصَرَفَ .

wabaʕda qaliilin tarakahu wansarafa
After a while it left him and went away.

وَنَزَلَ الصَّيَّادُ الْأَوَّلُ مِنَ الشَّجَرَةِ .

wanazala ṣṣayyaadu lṭawwalu mina ṣṣajarati
The first hunter climbed down the tree.

وَسَأَلَ صَدِيقَهُ : مَاذَا قَالَ لَكَ الدَّبُّ ؟

wasāʔala ṣadiiqahu maaḏaa qaala laka ddubbu
He asked his friend, "What did the bear say to you ?"

قَالَ الصَّيَّادُ الثَّانِي : نَصَحَنِي الدَّبُّ وَقَالَ : لَا تُصَاحِبِ الْكَذَّابَ .

qaala ṣṣayyaadu ṭaaanii naṣaḥani ddubbu waqaala laa tuṣaahibi lkaḏḏaaba
The other hunter said, " The bear advised me and said: do not accompany the liar. "

1. خَرَجَ صَدِيقَانِ صَبَاحاً . لَا يَخَافُ أَبَداً .

The word صَبَاحاً in the first sentence, and the word أَبَداً in the second indicate the time when the action took place. They are, therefore, adverbs of time.

Note that they are in the accusative case which is here indicated by (الْفَتْحَةُ).

2. حَمَلَ سِلَاحَهُ فَوْقَ كَتِفِهِ . يَسْتَرِيحَانِ تَحْتَ الشَّجَرَةِ

The word فَوْقَ in the first sentence and the word تَحْتَ in the second indicate the place where the action took place. They are, therefore, adverbs of place. Note that they are in the accusative case which is here indicated by (الْفَتْحَةُ).

3. Other adverbs of time and place which occurred in this lesson are:

| | | | |
|-------------------|---------|----------|---------|
| Adverbs of time: | مُدَّةً | فَجْأَةً | فَوْراً |
| Adverbs of place: | نَحْوَ | حَوْلَ | |

1. Fill in the blanks with suitable adverbs of place or adverbs of time:

- (١) تَكَلَّمَ أَحَدُهُمَا عَنْ شَجَاعَتِهِ
- (٢) طَلَعَ عَلَيْهِمَا دُبٌّ كَبِيرٌ .
- (٣) جَرَى الصَّيَّادُ الشَّجَاعُ
- (٤) سَارَ الدُّبُّ الصَّيَّادِ وَهُوَ يَسْمُهُ .
- (٥) قَلِيلٍ تَرَكَهُ وَانْصَرَفَ .

2. Underline the adverbs of time in the following:

(This is to be done with reference to lesson 50.)

- (١) سَافَرْنَا إِلَى أُسْوَانَ يَوْمَ الْجُمُعَةِ مَسَاءً .
- (٢) وَوَصَلْنَا يَوْمَ السَّبْتِ ظَهْرًا .
- (٣) وَسَارَ بِنَا الْفَطَارُ لَيْلًا وَنَهَارًا .
- (٤) وَقَضَيْنَا فِي أُسْوَانَ أُسْبُوعًا .

3. Underline the adverbs of place in the following:

(This is to be done with reference to lesson 49.)

- (١) الْمَكْتَبُ أَمَامَ النَّافِذَةِ ، وَالْبَابُ أَمَامَ الْمَكْتَبِ .
- (٢) النَّافِذَةُ وَرَاءَ الْكُرْسِيِّ ، وَالْكُرْسِيُّ وَرَاءَ الْمَكْتَبِ .
- (٣) الْمَكْتَبَةُ يَمِينِ الْمَكْتَبِ ، وَالْمِنْضَدَةُ شِمَالِ الْمَكْتَبِ .
- (٤) الْمَكْتَبُ بَيْنَ الْكُرْسِيِّ وَالْبَابِ .
- (٥) صُنْدُوقُ الْمُهِمَلَاتِ تَحْتَ الْمَكْتَبِ .

4. Indicate the adverbs of time and place in the following:

- (١) أَلزَّهْرِيَّةُ فَوْقَ الْمِنْضَلَةِ .
- (٢) النَّافِذَةُ وَرَاءَ الْمَكْتَبِ .
- (٣) رَكِبْنَا الْبَاخِرَةَ صَبَاحاً .

الدَّرْسُ الْخَامِسُ وَالسَّبْعُونَ

Paddarsu lxaamisu wassabfuuna
Lesson Seventy-Five



فِي حَوْضِ السَّبَاحَةِ

fi hawḍi ssibaahati
In the swimming pool

صَحَا نَبِيلٌ مِنْ نَوْمِهِ مُبَكَّرًا . سَيَذْهَبُ الْيَوْمَ إِلَى النَّادِي .

ṣahaa nabiihun min nawmihi mubakkiran sayadhabu lyawma Pila nnaadii
Nabil woke up early. He will go to the club today.

وَدَقَّ الثَّلَاثِفُونُ . سَمِعَتْ نِهَادُ رَنِينَهُ عَالِيًا .

wadaqqa ttilifoonu samiṣat nihaadu raniinahu ʿaaliyan
The telephone rang. Nihad heard its ringing being loud.

جَرَتْ نِهَادُ مُسْرِعَةً وَرَفَعَتِ السَّمَاعَةَ .

jarat nihaadu musriṣatan warafaṣati ssammaaṣata
Nihad ran quickly and lifted the receiver.

الْمُتَكَلِّمُ عَادِلٌ صَدِيقُ نَبِيلٍ . سَمِعَتْ صَوْتَهُ وَاضِحًا .

Palmutakallimu ʿaadilun ṣadiiqu nabiihin samiṣat ṣawtahu waadihan
It's Adel, Nabil's friend, speaking. (Nihad) heard his voice being clear.

عَادِلٌ : صَبَاحَ الْخَيْرِ يَا نِهَادُ . هَلْ خَرَجَ نَبِيلٌ ذَاهِبًا إِلَى النَّادِي ؟

Saadilun sabaaha l'xayri yaa nihaadu hal xaraja nabiilun daahiban Pila'nnaadii
Adel: « Good morning, Nihad. Has Nabil gone out going to the club ? »

نِهَادُ : لَا ، لَمْ يَخْرُجْ بَعْدُ . سَأُنَادِيهِ . اِنْتَظِرْ لِحِظَةً .

nihaadu laa lam yaxruj ba'du sa'unaadiihi Pintaadir lahdatan
Nihad : « No, he has not gone out yet. I will call him. Just a minute (wait a moment). »

نَبِيلٌ : صَبَاحَ الْخَيْرِ يَا عَادِلُ . أَسْتَعِدُّ الْآنَ لِلْخُرُوجِ . نَلْتَقِي فِي
النَّادِي بَعْدَ نِصْفِ سَاعَةٍ .

nabiilun sabaaha l'xayri yaa saadilu pasta'siddu l'paana lilxuruuji naltaqii
fi' nnaadii ba'da nisfi saa'atin
Nabil : « Good morning, Adel . I am getting ready to go out . We will meet
at the club in half an hour »

ذَهَبَ نَبِيلٌ إِلَى النَّادِي مَسْرُورًا . وَذَهَبَ عَادِلُ إِلَيْهِ سَعِيدًا .

dahaba nabiilun Pila'nnaadii masruuran wadahaba Saadilun Pilayhi sa'iidan
Nabil went to the club being pleased. Adel went to it being happy.

هُمَا غُضَوَانِ قَدِيمَانِ فِي النَّادِي . وَهُمَا سَبَّاحَانِ مَاهِرَانِ .

humaa suḡwaani qadiimaani fi' nnaadii wahumaa sabbaahaani maahiraani
They are two old members in the club. They are two skilful swimmers.

وَقَفَ نَبِيلٌ وَعَادِلُ عَلَى حَافَةِ حَوْضِ السَّبَّاحَةِ .

waqafa nabiilun waSaadilun Salaa haafati hawḡi ssibaahati
Nabil and Adel stood on the edge of the swimming pool.

وَقَفَ الصَّدِيقَانِ مُتَاهِبَيْنِ .

waqafa ṣṣadiiqaani mutaḡahhibayni
The two friends stood ready.

وَاحِدٌ اِثْنَانِ ثَلَاثَةٌ . وَقَفَزَ الصَّدِيقَانِ إِلَى الْمَاءِ مُسْرِعَيْنِ .

waahidun Pinaani ṣalaa'atun waqafaza ṣṣadiiqaani Pila'ImaaPi musriṣayni
One, two, three, and the two friends jumped into the water quickly.

تَسَابَقَ الصَّدِيقَانِ . سَبَحَ كُلُّهُمَا نَشِيطًا .

tasaabaqa ṣṣadiiqāni sabaha kullun minhumaa naṣīṭan
The two friends raced. Each one of them swam actively.

سَبَقَ نَبِيلٌ صَاحِبَهُ . رَأَاهُ عَادِلٌ مُتَقَدِّمًا ، فَبَدَلَ الْجُهْدَ مُضَاعَفًا .

sabaqa nabīlun ṣaahibahu raʾaahu ʿaādilun mutaqaddiman fabaḍala ḥjūhda mudaaʿafan

Nabil was ahead of his friend. Adel saw him advancing. He made a double effort.

ضَاقَتِ الْمَسَافَةُ بَيْنَهُمَا . وَأَدْرَكَ عَادِلٌ نَبِيلًا قَبْلَ نِهَآيَةِ السَّبَاقِ .

ḍaaqati ḥmasaafatu baynahumaa waʾadraka ʿaādilun nabīlan qabla nihaayati ṣṣibaaqi

The distance between them narrowed. Adel caught up with Nabil before the end of the race.

خَرَجَا مِنْ حَوْضِ السَّبَاحَةِ فِي لَحْظَةٍ وَاحِدَةٍ .

ḥarajaa min ḥawḍi ṣṣibaahati fī laḥẓatin waahidatin

They came out of the swimming pool at the same moment.

اسْتَقْبَلَهُمَا الزَّمَلَاءُ مُصَفِّقِينَ .

istaqbalahu... ṣṣumalaaʾu muṣaffiqiina

Their mates received them applauding.

وَاسْتَقْبَلَتْهُمَا الزَّمِيلَاتُ مُصَفِّقَاتٍ .

wastaqbalathuma ṣṣamiilaatu muṣaffiqaatin

Their female mates received them applauding.

GRAMMATICAL NOTES

الملاحظات النحوية

1. (a) ذَمَبَ نَبِيلٌ إِلَى النَّادِي مَسْرُوراً .

This is a verbal sentence. The subject is (نَبِيلٌ) and (مَسْرُوراً) indicates the state of Nabil when he went to the club. In other words, (مَسْرُوراً) indicates the state of the subject when he did the action expressed by the verb. Note that (نَبِيلٌ) and (مَسْرُوراً) agree in gender; both are masculine singular.

(b) جَرَتْ نِهَادٌ مُسْرِعَةً .

This is also a verbal sentence. The subject is (نِهَادٌ) and (مُسْرِعَةً) indicates the state of Nihad when she ran. In other words, (مُسْرِعَةً) indicates the state of the subject when she did the action expressed by the verb. Note that (نِهَادٌ) and (مُسْرِعَةً) agree in gender; both are feminine singular.

(c) سَمِعَتْ نِهَادٌ الرَّيِّينَ عَالِيًا .

This is a verbal sentence. The subject is (نِهَادٌ) and the direct object is (الرَّيِّينَ). The word (عَالِيًا) indicates the state or condition of (الرَّيِّينَ) when (نِهَادٌ) heard it. In other words, (عَالِيًا) indicates the state of the direct object.

(d) بَدَّلَ عَادِلٌ الْجُهْدَ مُضَاعَفًا .

This is also a verbal sentence. The subject is (عَادِلٌ) and the direct object is (الْجُهْدَ). The word (مُضَاعَفًا) (doubled) indicates the state of (الْجُهْدَ) (effort) made by (عَادِلٌ), i.e. the state of the direct object.

2. The noun which indicates the state of the subject or direct object at the time the action takes place is called « accusative of state » (**حَالٌ**) ; it is always in the accusative. In the previous examples, the accusative case ending is (**الْفَتْحَةُ**) because the accusative of state is singular.

3. وَقَفَ الصَّدِيقَانِ مُتَاهِبَيْنِ - قَفَزَ الصَّدِيقَانِ مُسْرِعَيْنِ.

The nouns (**مُتَاهِبَيْنِ**) and (**مُسْرِعَيْنِ**) are accusatives of state. The accusative case ending is (**ي**) in the ending (**يْنِ**) because the accusative of state is dual.

4. اسْتَقْبَلَهُمَا الزَّمْلَاءُ مُصَفِّقِينَ - اسْتَقْبَلَتْهُمَا الزَّمِيلَاتُ مُصَفِّقَاتٍ.

The noun (**مُصَفِّقِينَ**) is an accusative of state. The case ending is (**ي**) in the ending (**يْنِ**) because the noun is a sound masculine plural. The noun (**مُصَفِّقَاتٍ**) is also an accusative of state but the case ending is (**الْكَسْرَةُ**) because the noun is a sound feminine plural.

EXERCISES

تمرينات

1. Indicate the accusative of state in each of the following sentences:

- (١) صَحَا نَبِيلٌ مُبَكَّرًا .
- (٢) سَمِعْتُ نِهَادَ الصَّوْتِ وَاضِحًا .
- (٣) ذَهَبَ عَادِلٌ إِلَى النَّادِي سَعِيدًا .
- (٤) هَلْ خَرَجَ نَبِيلٌ ذَاهِبًا إِلَى النَّادِي ؟

2. Fill in the blanks with suitable accusatives of state:

- (١) وَقَفَ نَبِيلٌ أَمَامَ حَوْضِ السَّبَاحَةِ
- (٢) سَبَحَ كُلُّ مِنْهُمَا
- (٣) رَأَى عَادِلٌ صَاحِبَهُ

3. Fill in the blanks with suitable accusatives of state chosen from those given below:

مَسْرُورًا - جَمِيلَةً - وَاسِعًا - مُبَكَّرَاتٍ - مَفْتُوحَةً - مُتَعَبِينَ .

- (١) ذَهَبْتُ إِلَى الْمَسْرِحِ
- (٢) رَأَى خَلِيلُ الْقَاهِرَةِ مِنْ فَوْقِ الْبُرْجِ .
- (٣) رَجَعَ الْفَلَّاحُونَ مِنَ الْحَقْلِ
- (٤) تَذَهَبُ الْعَامِلَاتُ إِلَى الْمَصْنَعِ
- (٥) تَرَكْتُ النَّافِذَةَ لِيَدْخُلَ الْهَوَاءُ .
- (٦) شَاهَدْتُ الْمَطَارَ

4. Indicate the accusatives of state referring to the subject or the direct object in the following sentences:

- (١) تَشْرَبُ وِدَادُ الشَّيْ سَاخِنًا .
- (٢) يَضْحَكُ نَبِيلٌ مَسْرُورًا .
- (٣) رَأَيْتُ الْبَجْعَةَ سَابِحَةً فِي الْبُحَيْرَةِ .
- (٤) يُغْنِي الْفَلَّاحُ سَعِيدًا .
- (٥) شَاهَدْنَا التَّمْثِيلِيَّةَ مَسْرُورِينَ .
- (٦) أَحَبُّ الْفَاكِهَةِ طَازِجَةٌ .

5. يَقْرَأُ التَّلْمِيزُ فِي الْفَصْلِ وَاقِفًا .

Make the subject (التَّلْمِيزُ) dual, then plural changing the form of the accusative of state (وَاقِفًا) accordingly.

الدُّرُسُ السَّادِسُ وَالسَّبْعُونَ

Paddarsu ṣṣaadisu waṣṣabṣuuna
Lesson Seventy-Six



فَرِيقُ الْكَشَّافَةِ

farīqu ḥkaḥḥaafati
The boyscout troop

فِي مَدْرَسَةِ سَالِمٍ فَرَقٌ كَثِيرَةٌ .

fi madrasati ṣṣalimīn fraqun kaḥḥiratun
In Salim's school there are many teams.

مِنْهَا فَرِيقُ التَّمَثِيلِ وَالْخَطَابَةِ ،

minhaa farīqu ṭṭamēilli walḥaṭṭabatī
They are the acting and elocution group,

وَفَرِيقُ الْكُرَةِ ، وَفَرِيقُ الْكَشَّافَةِ .

wafarīqu ḥḥkuratī wafarīqu ḥkaḥḥaafati
the football team and the boyscout troop.

انْضَمَّ نَبِيلٌ وَأَشْرَفُ إِلَى فَرِيقِ الْكَشَّافَةِ .

ṭṭaḥḥamma nabīlun waPaḥḥrafu illaa farīqu ḥkaḥḥaafati
Nabīl and Ashraf joined the boyscout troop.

تَعَلَّمَ نَبِيلٌ وَأَشْرَفُ مَبَادِيَّ الْكَشَافَةِ :

taʕallama nabillun waʔaʕrafu mabaadiʔa lkaʕʕaafati
Nabil and Ashraf learnt the principles of boy Scouts.

وَهِيَ طَاعَةُ الرُّؤَسَاءِ ، وَاحْتِرَامُ الْكِبَارِ ،

wahiya ʔaʕaʕatu rruʔasaʔi wahtiraamu lkibaʕi
These are obeying the superiors, respecting the grown-ups.

وَمُسَاعَدَةُ الْفُقَرَاءِ وَالْمُحْتَاجِينَ .

wamusaʕadatu lfuqaraʔi walmuhtaʕijina
and helping the poor and the needy.

عَسَكَرَ الْفَرِيقُ صَبَاحًا فِي صَحْرَاءِ الْهَرَمِ .

ʕaskara lʕarīqu ʕabaḥan fi ʕahraʔi lḥarami
The troop encamped in the Pyramid desert in the morning.

وَأَقْتَسَمَ الْأَعْضَاءُ الْعَمَلَ :

waqtaʕama lʔaʕʕaʔu lʕamala
The members divided the work among themselves.

نَبِيلٌ وَأَشْرَفُ حَارِسَا الْمُعَسْكَرِ ،

nabillun waʔaʕrafu ḥaʕriṣa lmuʕaskari
Nabil and Ashraf were the guards of the camp.

وَأَحْمَدُ وَإِبْرَاهِيمُ وَعَلِيٌّ طَبَاخُو الْمُعَسْكَرِ .

waʔahmadu waʔibraḥīmu waʕaliyyun ʔabbaʕu lmuʕaskari
Ahmad, Ibrahim and Ali were the cooks of the camp.

وَاخْتَارَ الْمُشْرِفُ عُضْوَيْنِ لِتَنْظِيفِ الْخِيَامِ ،

waxtaʕara lmuʕrifu ʕuḍwayni litanḍīf lḫiyami
The supervisor chose two members to clean the tents.

وَعُضْوَيْنِ لِجَلْبِ الْمَاءِ وَالْحَطَبِ ،

wauḍwayni ljalbi lmaʕi walḥaṭbi
and two members to fetch water and wood for the fire.

وَعُضْوَيْنِ لِنَقْلِ الْخِطَابَاتِ .

wasudwayni linaqli l-xitaabaati
and two members to carry letters.

وَعِنْدَ الظُّهْرِ عَسْكَرَ فَرِيقٍ آخَرَ بِجِوَارِهِمْ ،

wasinda ɖɖuhri saskara fariiqun faaxaru bijiwaarihim
At noon, another troop encamped near them,

وَتَعَارَفَ أَغْضَاءُ الْفَرِيقَيْنِ بَعْضُهُمْ بِبَعْضٍ .

wataaarafa faɖdasɖu lfariiqayni baɖduhum bibaɖdin
and the members of the two troops got acquainted (with each other).

وَفِي الْمَسَاءِ فَرَغَ الْفَرِيقَانِ مِنْ أَعْمَالِ الْمُعَسْكَرَيْنِ ،

wafi lmasaaʔi faraga lfariiqaaɪni min faɪmaali lmuɪsaskarayni
In the evening the troops finished camp work,

وَجَلَسَ الْجَمِيعُ حَوْلَ النَّارِ يَسْتَمُرُّونَ ،

wajalasa ljamiiɖu hawla nnaari yasmuruuna
and they all sat around the fire to have fun;

وَقَضَوْا لَيْلَةً لَطِيفَةً مُنْتَعَةً .

waqadaɖaw laylatan latiifatan muntisatan
they spent a nice, pleasant evening.



1. عَسْكَرَ الْفَرِيقَانِ فِي صَحْرَاءِ الْهَرَمِ .

(الْهَرَمِ) is a noun that specified the desert where the boy scouts encamped. Such a noun is called the genitive (الْمُضَافُ إِلَيْهِ) and the noun that precedes it (صَحْرَاءِ) is called the construct (الْمُضَافُ) .

Note that (الْهَرَمِ) is a singular noun in the genitive case which is indicated here by (الْكَسْرَةُ) .

Note also that the construct (صَحْرَاءِ) does not end by nunation (the sign of indefinite nouns), since it has become definite by annexation.

2. مِنْ مَبَادِي الْكُشَافَةِ طَاعَةُ الرُّوسَاءِ .

The noun (الرُّوسَاءِ) is the genitive of (طَاعَةُ) . It is a broken plural in the genitive case which is indicated here by (الْكَسْرَةُ) .

Note that the construct (طَاعَةُ) has no nunation.

3. اخْتَارَ الْمُشْرِفُ عُضْوَيْنِ لِتَقْلِ الْخِطَابَاتِ .

The noun (الْخِطَابَاتِ) is the genitive of (تَقْلٍ) . It is a sound feminine plural. It is in the genitive case which is indicated here by (الْكَسْرَةُ) .

Note that the construct (تَقْلٍ) has no nunation.

4. فَرَّغَ الْفَرِيقَانِ مِنْ أَعْمَالِ الْمُعَسَّكِرَيْنِ .

The noun (الْمُعَسَّكِرَيْنِ) is the genitive of (أَعْمَالٍ) . It is in the genitive case which is indicated here by (الْيَاءُ) in the ending (يْنِ) .

Note that the construct (أَعْمَالٍ) has no nunation.

3. مِنْ مَبَادِيهِ الْكُشَافَةِ مُسَاعِدَةُ الْمُحْتَاجِينَ .

The noun (الْمُحْتَاجِينَ) is the genitive of (مُسَاعِدَةُ) . It is in the genitive case which is indicated here by (الْيَاءُ) in the ending (يْنَ) . It is a sound masculine plural.

Note that the construct (مُسَاعِدَةُ) has no nunation.

6. نَبِيًّا وَأَشْرَفُ حَارِسًا الْمُعْسَكِرِ .

Note that the original form of the construct (حَارِسًا) is (حَارِسَانِ) ; it is a dual.

Since it stands in the construct with (الْمُعْسَكِرِ) , it has dropped its (نُونُ)

7. هُمْ طَبَّاخُو الْمُعْسَكِرِ .

Note that the original form of the construct (طَبَّاخُو) is (طَبَّاخُونَ) ; it is a sound masculine plural.

Being the construct of (الْمُعْسَكِرِ) , it has dropped its (نُونُ) .

8. The genitive case is indicated by (الْكَسْرَةُ) if it is:

- a) Singular as in example 1.
- b) Broken plural as in example 2.
- c) Sound feminine plural as in example 3.

The genitive is indicated by (الْيَاءُ) if it is:

- a) Dual as in example 4.
- b) Sound masculine plural as in example 5.

Nunation is dropped if the construct is singular, broken plural or sound feminine plural.

If the construct is dual or sound masculine plural (as in examples 6 and 7) the (نُونُ) of the dual and plural endings is dropped.

1. Indicate the construct and the genitive in the following sentences:

فِي مَدْرَسَةِ سَالِمٍ فِرْقٌ كَثِيرَةٌ .
وَمِنْ فِرْقِ الْمَدْرَسَةِ فِرْقُ التَّمْثِيلِ .
اِخْتَارَ الْمُشْرِفُ عُضْوَيْنِ لِتَنْظِيمِ الْخِيَامِ .
جَلَسَ أَعْضَاءُ الْمُتَسَكِّرِينَ حَوْلَ النَّارِ .

2. Supply the missing genitive in the following sentences:

مِنْ مَبَادِي اِخْتِرَامُ وَمُسَاعَدَةُ
اِخْتَارَ الْمُشْرِفُ عُضْوَيْنِ لِجَلْبِ وَالْحَطَبِ .
تَعَارَفَ أَعْضَاءُ
جَلَسَ الْجَمِيعُ حَوْلَ يَسْمُرُونَ .

3. Fill in the blanks with suitable genitives chosen from the words given below.
Indicate the case ending of the genitive:

البَابِ - الْمُهِمَلَاتِ - الْقَاهِرَةِ - الْبَقَالِ - الصَّبْدَلِيَّةِ - الْحَيَوَانِ - الصُّحُفِ

رَمَيْتُ الْوَرَقَ فِي صُنْدُوقِ
عَلَى بَابِ لَأَفْتَهُ .
فِي دُكَّانِ سُكَّرٍ وَشَايٍ .
شَاهَدَ خَلِيلٌ بُرْجَ وَحَدِيقَةَ
بَالِغُ يَدُقُّ جَرَسَ

4. Fill in the blanks with suitable constructs chosen from the words given below.
Make any necessary changes in the form of the construct:

فَلَّاحُونَ - عَقْرَبَانِ - طَابِع - ظِلٌّ - مِثْدَنَةٌ

- جَلَسَ مَحْمُودٌ فِي الشَّجَرَةِ .
 أَلَصَقَ نَبِيلٌ الْبَرِيدِ عَلَى الظَّرْفِ .
 السَّاعَةِ يَدُورَانِ .
 الْقَرْيَةِ نَشِيطُونَ .
 الْجَامِعِ عَالِيَةٌ .

الدَّرْسُ السَّابِعُ وَالسَّبْعُونَ

Paddarsu ssaabiḡu wassabḡuuna
Lesson Seventy - Seven



النَّحْلَةُ

Pannahlatu
The Bee

النَّحْلَةُ حَشْرَةٌ نَشِيطَةٌ .

Pannahlatu , haḡaratun naḡiḡatun
The bee is an active insect.

وَهِيَ تَشْتَهَرُ بِالتَّعَاوُنِ وَالْإِدْخَارِ وَالشَّجَاعَةِ .

wahiya taḡtabiru bittaḡaawuni waliddiḡaari wallaḡaaḡati
It is known for its cooperation, thrift and courage.

وَتَعِيشُ النَّحْلَةُ فِي جَمَاعَةٍ مُنَظَّمَةٍ .

wataḡiḡu nnahlatu fi jamaaḡatin munaḡḡamatin
The bee lives in an organized community.

وَهَذِهِ الْجَمَاعَةُ تَتَكَوَّنُ مِنَ الْمَلِكَةِ وَالذُّكُورِ وَالْعُمَّالِ .

wahaḡiḡi jamaaḡatu tatakawwanu mina lmalikati waḡḡokuuri wallaḡmmaali
This community consists of the queen, the drones and the workers.

وَكُلُّ نَحْلَةٍ تُؤَدِّي وَاجِبَهَا بِإِخْلَاصٍ وَنَشَاطٍ .

wakullu nahlatin tuʔaddi waajibaha biʔixlaaṣin wanaṣaṭin
Every bee performs its duty devotedly and actively.

فَالْمَلِكَةُ تَضَعُ الْبَيْضَ .

falmallikatu taḍaʕu lbayḍa
The queen lays the eggs.

وَالذُّكُورُ تُلْقِحُ الْمَلِكَاتِ .

wadḍukuuru tulaqqihu lmalikaati
The drones fertilize the queens.

وَالْعَمَالُ يَقُومُ بِالْعَمَلِ .

walʕummaalu taquumu bilʕamali
The workers do the work.

تَقْضِي النَّحْلَةُ النَّهَارَ فِي الْحَدَائِقِ وَالْمَزَارِعِ سَعْيًا فِي جَمْعِ الْقُوتِ .

taqḍi nnahlatu nnahaara fi lḥadaaʔiqi walmazaariʕi saʕyan fi jamʕi lquuti
The bee spends the day in the gardens and farms working hard to collect food.



وَتَسْقُطُ عَلَى الْأَزْهَارِ رَغَبَةً فِي امْتِنَاعِ رَحِيقِهَا .

watasquḍu ʕala lʔaṣṣaari ragbatan fi mtiṇaaʕi
raḥiʕihaa

It falls on the flowers to suck their nectar.

ثُمَّ تَعُودُ إِلَى الْخَلِيَّةِ. وَتُخْرِجُ الْعَسَلَ مِنْ بَطْنِهَا .

summa taʕuudu ʔila lḫaliyyati watuxriju lʕasala min
baṭnihaa

Then it returns to the hive and secretes the honey from its abdomen.

وَتَضَعُ الْعَسَلَ فِي أَقْرَاصٍ مِنَ الشَّمْعِ حِفْظًا لَهُ .

wataḍaʕu lʕasala fi ʔaqrasi min ṣamʕi ḥifḍan lahu
It puts the honey in wax combs to preserve it.

وَهَذِهِ الْأَقْرَاصُ لَهَا عِيُونٌ سُدَّاسِيَّةٌ مُنْتَظِمَةٌ .

wahaḍiḥi lʔaqrasu laha ʕuyunun suḍḍasiyyatun muntaḍimatun
These combs have regular hexagonal cells.

تَخْزِنُ فِيهَا الْعَسَلَ أَمَلًا فِي اسْتِخْدَامِهِ وَتَمَّتِ الْحَاجَةُ .

taxzinu fiha 'l-asala pamaalan fi stixdaamihi waqta l-haajati

It stores the honey in them in the hope of using it in time of need.

وَيَبْنِي النُّحْلُ بُيُوتَهُ فِي الْجِبَالِ وَالشَّجَرِ .

wayabni n-nahlu buyuutahu fi l-jibaali wal-shajari

The bees build their hives in mountains and trees.

وَالنُّحْلَةُ مُسَالِمَةٌ وَلَكِنَّهَا شَجَاعَةٌ .

wannahlatu musaalimatun walaakinnahaa kulaafatun

The bee is peace-loving but courageous.

تَلْسَعُ مَنْ يَقْتَرِبُ مِنْ خَلِيَّتِهَا دِفَاعًا عَنْ نَفْسِهَا .

talasu man yaqtaribu min xaliyyatihaa difaasan 'an nafsihaa

It stings whoever gets near to its hive in defence of itself.

وَيُرَبِّي النَّاسُ النُّحْلَ فِي خِلَافٍ طَمَعًا فِي عَسَلِهِ .

wayurabbi n-naasu n-nahla fi xalaayaa tama'an fi 'asalihi

People breed bees in hives in order to get their honey.

وَيَدْخُلُ شَمْعُ النُّحْلِ فِي بَعْضِ الصَّنَاعَاتِ .

wayadxulu shamsu n-nahli fi baq' al-sinaa'ati

Bee wax is used in some industries.

وَيُلْقِحُ النُّحْلُ الْأَزْهَارَ .

wayulaqqihu n-nahlu l-azhaara

The bees pollinate flowers.

فَهُوَ يَحْمِلُ حُبُوبَ اللَّقَاحِ مِنْ زَهْرَةٍ إِلَى أُخْرَى .

fahuwa yahmilu hubuuba l-lqaabi min zahratin ilaa Puzraa

They carry the pollen from one flower to another.

فَالنُّحْلَةُ حَشْرَةٌ نَافِعَةٌ .

fannahlatu hasharatun naafi'atun

The bee is a useful insect.

GRAMMATICAL NOTES

الملاحظات النحوية

Read the following sentences:

1. تَسْقُطُ النَّحْلَةُ عَلَى الْأَزْهَارِ رَغْبَةً فِي امْتِنَاصِ رَحِيقِهَا .

Note that the word (رَغْبَةً) indicates the reason why the action expressed by the verb (تَسْقُطُ) is performed.

2. تَضَعُ النَّحْلَةُ الْعَسَلَ فِي أَقْرَاصِ الشَّمْعِ حِفْظًا لَهُ .

Note that the word (حِفْظًا) indicates the reason why the bee puts the honey in wax combs.

3. تَخْزِنُ النَّحْلَةُ الْعَسَلَ أَمْلًا فِي اسْتِخْدَامِهِ وَقْتَ الْحَاجَةِ .

Note that the word (أَمْلًا) indicates the reason why the bee stores the honey.

Each of the words (رَغْبَةً - حِفْظًا - أَمْلًا) indicates the reason why the action expressed by the verb is performed. It is, therefore, called the accusative of cause or reason (الْمَفْعُولُ لِأَجْلِهِ).

4. Note that the accusative of cause in each of these sentences is a noun. It is in the accusative case which is indicated here by (الْفَتْحَةُ) .

1. Answer the following questions:

- (أ) لِمَاذَا تَقْضِي النَّحْلَةُ النَّهَارَ فِي الْمَزَارِعِ وَالْحَدَائِقِ ؟
 (ب) لِمَاذَا تَسْقُطُ النَّحْلَةُ عَلَى الْأَزْهَارِ ؟
 (ج) لِمَاذَا تَضَعُ النَّحْلَةُ الْعَسَلَ فِي أَقْرَاصِ مِنَ الشَّمْعِ ؟
 (د) لِمَاذَا يُرَبِّي النَّاسُ النَّحْلَ ؟
 (هـ) لِمَاذَا تَلْسَعُ النَّحْلَةُ مَنْ يَقْتَرِبُ مِنْ خَلِيَّتِهَا ؟

2. Fill in the blanks with suitable accusatives of cause:

- (أ) تَسْقُطُ النَّحْلَةُ عَلَى الْأَزْهَارِ فِي امْتِصَاصِ رَحِيقِهَا .
 (ب) تَضَعُ النَّحْلَةُ الْعَسَلَ فِي الْأَقْرَاصِ لَهُ .
 (ج) تَلْسَعُ النَّحْلَةُ مَنْ يَقْتَرِبُ مِنْ خَلَايَاهَا عَنْ نَفْسِهَا .
 (د) يُرَبِّي النَّاسُ النَّحْلَ فِي خَلَايَا فِي عَسَلِهِ .

3. Insert the following words in their appropriate places:

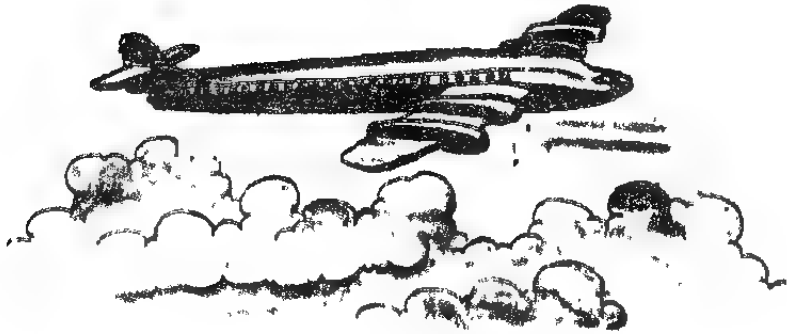
طَاعَةٌ - رَغْبَةٌ - حِفْظًا

- (أ) نَسَمِعُ دُرُوسَ اللُّغَةِ الْعَرَبِيَّةِ مِنَ الرَّادِّيُو فِي تَعَلُّمِهَا .
 (ب) أَصَلَّى فِي الْمَسْجِدِ لِلَّهِ .
 (ج) أَضَعُ كُتُبِي فِي الْحَقِيبَةِ لَهَا .

4. Fill in the blanks with suitable accusatives of cause chosen from those in brackets:

- (أ) أَحْمِلُ السَّاعَةَ فِي مَعْرِفَةِ الْوَقْتِ . (خَوْفًا - رَغْبَةً - حِفْظًا)
 (ب) يَقِفُ التَّلَامِيذُ لِلْمُعَلِّمِ . (أَمَلًا - طَاعَةً - احْتِرَامًا)
 (ج) نَقْرَأُ الصُّحُفَ فِي مَعْرِفَةِ الْأَخْبَارِ . (احْتِرَامًا - رَغْبَةً - خَوْفًا)
 (د) لَا يَنْعَبِرُ الشَّارِعَ عِنْدَ رُؤْيَةِ النُّورِ الْأَحْمَرِ مِنَ الْخَطَرِ . (طَاعَةً - أَمَلًا - خَوْفًا)

الدُّرُسُ الثَّامِنُ وَالسَّبْعُونَ
Paddaruṣṣaminu wasṣabʿuuna
Lesson Seventy-Eight



الطَّائِرَةُ
PaṭṭaṣṢiratu
The Aeroplane

هَلْ رَكِبْتَ الطَّائِرَةَ فِي يَوْمٍ مِنَ الْأَيَّامِ ؟

hal rakibta ṭṭaṣṢirata fi yawmin mina lpayyami
Have you ever been in an aeroplane ?

وَهَلْ رَأَيْتَهَا تَرْتَفِعُ فِي السَّمَاءِ ؟

wahal raʔaytaha tartafiʕu fi ssamaʔi
Have you seen it go up in the sky,

وَتَطْوِي الْبِلَادَ وَالْبَحَارَ طَيًّا ؟

wataṭwi lbiḷanda walbiḥara ṭayyan
and fly speedily across lands and seas ?

هَلْ سَمِعْتَهَا تُنْزِرُ أَزِيزَ النُّحْلَةِ ؟

hal samiṭtaha taṭizza Pazilza nnahlati
Have you heard it buzz like a bee,

وَتُحَلِّقُ فَوْقَ الْمَطَارِ تَحْلِيْقَ النَّسْرِ ،

watuhalliqu fawqa lmaṭaari taḥliqa nnaari
fly over the airport like an eagle.

ثُمَّ تَهْبِطُ إِلَى الْمَطَارِ فِي سَلَامٍ ؟

summa taḥbiṭu ʔilā lmaṭaari fī salaamin
and then land in the airport safely ?

الطَّائِرَاتُ فِي زَمَنِ السَّلَامِ نِعْمَةٌ عَظِيمَةٌ .

ʔaṭṭaaʔiraatu fī zamani salmi niʕmatun ʕaḍīmatun
Aeroplanes are a great blessing in time of peace.

وَهُنَّ تَخْدُمُ النَّاسَ خِدْمَةً جَلِيلَةً .

wahya taḥdumu nnaasa xidmatan jalīlatan
They render people a great service.

فَهُنَّ تُقَرِّبُ الْمَسَافَاتِ ، وَتَنْقُلُ الْمُسَافِرِينَ ،

fahya tuqarribu lmasaʕaʕati watanqulu lmuṣaaʕirīna
They shorten distances, carry passengers,

وَتَحْمِلُ الْبَضَائِعَ وَالرَّسَائِلَ .

wataḥmilu lbaḍaaʔiʕa warrasaʕiʔi
and carry goods and mail.

وَالطَّائِرَاتُ فِي زَمَنِ الْحَرْبِ شَرٌّ عَظِيمٌ .

waṭṭaaʔiraatu fī zaman lharbi šarun ʕaḍīmun
Aeroplanes are a great evil in time of war.



فَهُنَّ تَهْدِمُ الْمَدَنَ وَالْقُرَى هَدْمًا ،

fahya taḥdimu lmuduna walquraa hadman
They demolish cities and villages heavily.

وَتُخَرِّبُ الْبِلَادَ الْقَامِرَةَ تَخْرِيبًا ،

watuxarribu lbilaada lqaamirata taxriban
ruin inhabited countries badly,

وَتُدْمِرُ الْمَزَارِعَ وَالْمَصَانِعَ تَدْمِيرًا .

watudammiru l-mazaari'a wal-masaani'a tadmiiran
and destroy farms and factories terribly.

تَقَدَّمَ الطَّيْرَانُ تَقَدُّمًا عَظِيمًا ،

taqaddama ttayarasuu taqadduman Sa'biiman
Flying has made an enormous progress,

وَقَفَزَ إِلَى الْأَمَامِ قَفْزَةً كَبِيرَةً .

waqafaza ila l-pamaami qafzatan kabiiratan
and has jumped a big step forwards.

وَالْيَوْمَ يُحَاوِلُ الْإِنْسَانُ غَزْوَ الْفَضَاءِ ،

walyawma yuhaawilu l-insaanu gazwa l-faḍaa'i
Nowadays man is trying to invade space,

وَقَدْ نَجَحَ فِي ذَلِكَ نَجَاحًا عَظِيمًا .

waqad najaha fi ḍaaliika najaaḥan Sa'biiman
and has achieved great success in this respect.

1. تَهْدِمُ الطَّائِرَاتُ الْمُدُنَ هَذَا .
تُخَرِّبُ الطَّائِرَاتُ الْبِلَادَ تَخْرِيْبًا .

Each of these two sentences consists of a verb, a subject, an object and a complement which is underlined.

Note that this complement is a noun derived from the verb-root.

In the first sentence the verb is (تَهْدِمُ) and the noun is (هَذَا) ;

in the second sentence the verb is (تُخَرِّبُ) and the noun is (تَخْرِيْبًا) .

Note that this noun emphasizes the verb. It is called the absolute accusative (الْمَفْعُولُ الْمُطْلَقُ) . It is always in the accusative case which is indicated here by (الْفَتْحَةُ) .

2. تَنْزُ الطَّائِرَةُ أَزِيْرَ النَّحْلَةِ .
تَقْدَمُ الطَّيْرَانُ تَقْدَمًا عَظِيْمًا .

The absolute accusative in the first sentence is (أَزِيْرَ) and in the second (تَقْدَمًا) .

Note that it indicates the kind of the verb. In the first sentence it indicates that the buzz of the aeroplane is of the same kind as that of the bee. In the second sentence it indicates that the progress made is great.

The absolute accusative in these two sentences is also in the accusative case.

EXERCISES

تمارين

1. Indicate the absolute accusative in the following sentences. Then state its function:

- (أ) الطائِرةُ تطوي البلادَ والبحارَ طياً .
 (ب) تُخلَقُ فوقَ المطارِ مخلِيقُ النسرِ .
 (ج) وميَ تخدمُ الناسَ خدمةً جليلاً .
 (د) وتُدمرُ المزارعَ والمصانعَ تدميراً .
 (هـ) قفزَ الطيرَانُ إلى الأمامِ قفزةً كبيرةً .
 (و) نجحَ الإنسانُ في غزوِ الفضاءِ نجاحاً عظيماً .

2. Fill in the blanks with suitable absolute accusatives:

- (لعباً - حباً - ضحكاً - فرحاً - تقليداً)
 (أ) فرِحَ خليلٌ بزيارةِ الأهرامِ
 (ب) نَيلٌ يَلعبُ في الحديقةِ
 (ج) الفردُ يحبُّ أنْ يقلدَ الإنسانَ
 (د) أحبُّ أنسرتي شديداً .
 (هـ) والدُ نهَادَ يضحكُ عالياً .

3. Fill in the blanks with suitable absolute accusatives chosen from those in brackets:

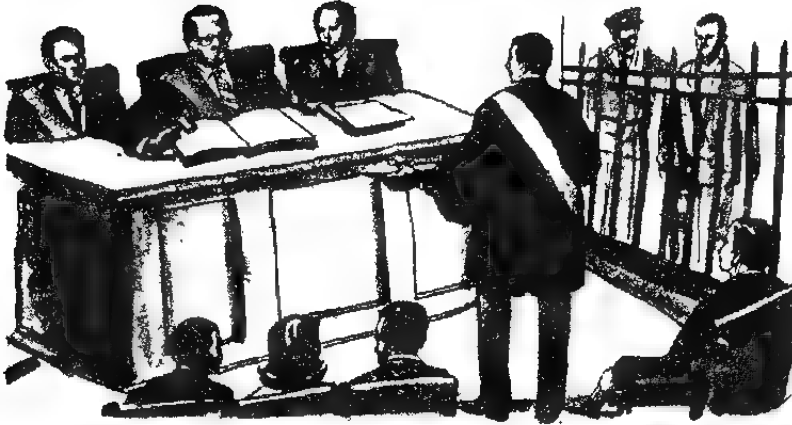
- (أ) رَفَعَ الخادمُ ستارةَ النافذةِ (سرياً - رفعاً - هدمًا)
 (ب) دَخَلَ نورُ الشمسِ إلى الحُجرةِ (ثقلًا - دخولًا - أزيزًا)
 (ج) يسيرُ القطارُ سريعاً . (رفعاً - سرياً - ثقلًا)
 (د) تنقلُ الطائِرةُ المسافرينَ (فرحاً - سرياً - ثقلًا)

4. Use the verb and the absolute accusative in each of the following brackets in a complete sentence:

(رَفَعَ.....رَفْعًا) - (وَضَعَ.....وَضْعًا) - (صَاحَ.....صِيَاحًا)

الدَّرْسُ التَّاسِعُ وَالسَّبْعُونَ

ʔaddarsu ttaasifu wassabbuuna
Lesson Seventy-Nine



القَاضِي

ʔalqaadii
The Judge

القَاضِي عَادِلٌ . القَاضِي عَادِلٌ فِي الحُكْمِ .

ʔalqaadii ʕaadilun ʔalqaadii ʕaadilun fi lhukmi
The judge is fair. The judge is fair in judgement.

يَعْدِلُ القَاضِي . يَعْدِلُ القَاضِي فِي الحُكْمِ . يَحْكُمُ القَاضِي بِالْعَدْلِ .

yaʕdilul qaadii yaʕdilul qaadii fi lhukmi yahkumu qaadii bilʕadli
The judge judges fairly. The judge is fair in judgement. The judge judges with fairness.

القُضَاةُ عَادِلُونَ . يَعْدِلُ القُضَاةُ بَيْنَ النَّاسِ .

ʔalqudaatu ʕaadiluuna yaʕdilul qudaatu bayna nnaasi
The judges are fair. The judges judge fairly among people.

يَعْدِلُ الْقَاضِي خَوْفًا مِنَ اللَّهِ . يَعْدِلُ الْقَاضِي اخْتِرَامًا لِلْقَانُونِ .

yaʿdilū lqaadīi xawfan minā llaahi yaʿdilū lqaadīi htiraaman lilqaanuuni
The judge judges fairly for fear of god. The judge judges fairly for respect of law.

الْمُتَّهَمُ أَمَامَ الْقَاضِي .

ʔalmuttahamu ʔamaama lqaadīi
The accused (stands) before the judge.

الْقَضِيَّةُ مَعْرُوضَةٌ عَلَى الْقَاضِي . أَمَامَ الْقَاضِي مَلَفُ الْقَضِيَّةِ .

ʔalqadiyyatu maʿruḍatu ʔalqaadīi ʔamaama lqaadīi malaffu lqadiyyati
The case is put to the judge. The file of the case is in front of the judge.

لِلْمُتَّهَمِ مُحَامٍ . الْمُحَامِي يُدَافِعُ عَنِ الْمُتَّهَمِينَ .

lilmuttahami muhaamin ʔalmuhaamii yudaʿifū ʔanī lmuttahiina
The accused has a lawyer. The lawyer defends the accused.

الْكَلِمَةُ الْآنَ لِلْمُحَامِي . دَافَعَ الْمُحَامِي عَنِ الْمُتَّهَمِ .

ʔalkalimu lʔana lilmuḥamī . daʿafa ʔalmuhaamii ʔanī lmuttahiini
Now the word is for the lawyer. The lawyer defended the accused.



دَافَعَ الْمُحَامِي طَالِبًا الْبَرَاءَةَ .

daʿafa ʔalmuhaamii ʔatlibani lbaraʔata
The lawyer defended asking for acquittance.

اسْتَشْهَدَ الْمُحَامِي بِالشُّهُودِ ، وَأَوْرَدَ الْأَدْلَةَ .

ʔistaʿhada ʔalmuhaamii bilshuḥudi waʔawrada lʔadilla
The lawyer called the witnesses and presented proofs.

دَافَعَ الْمُحَامِي مُدَّةً طَوِيلَةً . اقْتَنَعَ الْقَاضِي بِبَرَاءَةِ الْمُتَّهَمِ .

daʿafa ʔalmuhaamii muddatan ʔawiilatan ʔiqтана ʔalqaadīi bibaraʔati lmuttahiini
The lawyer defended (the accused) for a long time. The judge was convinced of the innocence of the accused.

الشُّهُودُ صَالِحُونَ ، وَالْأَدِلَّةُ قَوِيَّةٌ .

Paḥḥuudu ṣaaliḥuuna walʾadillatu qawīyyatun
The witnesses are qualified and the proofs are strong.

حَكَمَ الْقَاضِي بِالْبَرَاءَةِ . بَرَأَ الْقَاضِي الْمُتَّهَمَ .

hakama lqaaḍi bilbaraaʾati barraʾa lqaaḍi lmuttahama
The judge pronounced a non-guilty sentence. The judge acquitted the accused.

هَلَّلَ الْبَرِيُّ مَسْرُورًا .

hallala lbariḥu māsuuran
The acquitted rejoiced happily.

الْبَرِيُّ سَعِيدٌ . وَالْمُحَامِي سَعِيدٌ . هُمَا سَعِيدَانِ .

Palbariḥu saʿīdun walmuḥami saʿīdun humaa saʿīdaani
The acquitted is happy. The lawyer is happy. Both are happy.

غَادَرَا قَاعَ الْمَحْكَمَةِ سَعِيدَيْنِ .

gaḍaraa qaafata lmaḥkamati saʿīdayni
They both left the law court happily.

قَالَ اللَّهُ تَعَالَى (سُورَةُ الْمَائِدَةِ - آيَةُ ٤٢) :

qala llaahu taʿaalaa suuratu lmaʾidaṭi Paḥḥayatu ʿaaniyatu walʾarbaʿuuna
God (may He be exalted) has said (The Table, verse 42):

« وَإِنْ حَكَمْتَ فَاحْكُم بَيْنَهُم بِالْقِسْطِ إِنَّ اللَّهَ يُحِبُّ الْمُقْسِطِينَ . »

waʾin ḥakamta faḥkum baynahum bilqisṭi Pinna llaahas yuḥibbu muqṣṭiṭina
« But if thou judgest, then judge between them with justice, verily, God loves the just. »

1. الْقَاضِي حَادِلٌ . يَغْدِلُ الْقَاضِي .

The first sentence is nominal. It consists of a subject and a predicate.

The second sentence is verbal. It consists of a verb and a subject.

Each of the nominal subject, the predicate and the verbal subject is in the nominative case. The nominative case is indicated here by (الْفُضَّةُ) since the pertinent noun is singular. However, the nominative case ending (الْفُضَّةُ) of the subject (الْقَاضِي) is not explicit for phonetic reasons.

2. مِمَّا سَعِيدَانِ . وَقَفَ الْمُتَّهِمَانِ أَمَامَ الْقَاضِي .

In the first sentence, the predicate is (سَعِيدَانِ). It is in the nominative case indicated here by (الْأَلِفُ) since it is a dual.

In the second sentence, the subject is (الْمُتَّهِمَانِ). It is in the nominative case indicated here by (الْأَلِفُ) since it is a dual.

3. الْقَضَاءُ حَادِلُونَ . بُدِّعُوا الْمُحَامِلُونَ عَنِ الْمُتَّهِمِينَ .

In the first sentence the subject is (الْقَضَاءُ). It is a broken plural in the nominative case which is indicated here by (الْفُضَّةُ). The predicate is (حَادِلُونَ). It is a sound masculine plural in the nominative case which is indicated here by (الْوَاوُ).

In the second sentence the subject is (الْمُحَامِلُونَ). It is a sound masculine plural in the nominative case which is indicated here by (الْوَاوُ).

4. الْمُتَّهِمُ أَمَامَ الْقَاضِي . الْكَلِمَةُ لِلْمُحَامِلِ .

In the first sentence the subject is (الْمُتَّهِمُ), and the predicate is the adverb of place (أَمَامَ).

In the second sentence, the subject is (الْكَلِمَةُ), and the predicate is the prepositional phrase (لِلْمُحَامِي) (preposition ل + genitive مُحَامِي).

5. أَمَامَ الْقَاضِي الْمَلْفُ . لِلْمُتَّهَمِ مُحَامٍ .

In the first sentence, the predicate, which is the adverb of place (أَمَامَ), precedes the subject (الْمَلْفُ).

In the second sentence, the predicate which is the prepositional phrase (لِلْمُتَّهَمِ) precedes the subject (مُحَامٍ).

Such predicates may precede the subject if the latter is definite as (الْمَلْفُ) in the first sentence. So we can equally say:

أَمَامَ الْقَاضِي الْمَلْفُ . الْمَلْفُ أَمَامَ الْقَاضِي .

However, these predicates must precede the subject if the latter is indefinite as in the second sentence. So we can only say: لِلْمُتَّهَمِ مُحَامٍ .

6. بَرَأَ الْقَاضِي الْمُتَّهَمَ . أَوْرَدَ الْمُحَامِي الْأَدِلَّةَ .

The noun (الْمُتَّهَمَ) in the first sentence and (الْأَدِلَّةَ) in the second are direct objects. The direct object is in the accusative case which is indicated by (الْفَتْحَةُ) in the first sentence since the noun is a singular and also by (الْفَتْحَةُ) in the second since the noun is a broken plural.

7. دَافَعَ الْمُحَامِي دِفَاعاً .

The noun (دِفَاعاً) is an absolute accusative emphasizing the verb (دَافَعَ). It is in the accusative case indicated by (الْفَتْحَةُ).

8. يَعْدِلُ الْقَاضِي خَوْفاً مِنَ اللَّهِ . يَعْدِلُ الْقَاضِي اخْتِراماً لِلْقَانُونِ .

The nouns (خَوْفاً) and (اخْتِراماً) are accusatives of cause or reason.

They indicate the reason why the action expressed by the verb takes place. They are in the accusative case indicated by (**الْفَتْحَةُ**) .

9. هَلَّلَ الْبَرِيُّ مَسْرُورًا .

غَادَرَ الْبَرِيُّ وَالْمُحَامِي الْقَاعَةَ سَعِيدَيْنِ .

The nouns (**مَسْرُورًا**) and (**سَعِيدَيْنِ**) are accusatives of state which indicate the state of the subject when the action takes place. The accusative of state is in the accusative case. This is indicated by (**الْفَتْحَةُ**) in the first sentence since the noun (**مَسْرُورًا**) is a singular, and by (**الْيَاءُ**) in the second since the noun (**سَعِيدَيْنِ**) is a dual.

10. يَحْكُمُ الْقَاضِي بِالْعَدْلِ . يَعْدِلُ الْقَاضِي بَيْنَ النَّاسِ

In the first sentence the prepositional phrase (**بِالْعَدْلِ**) is related to the verb (**يَحْكُمُ**) . In the second sentence the adverb (**بَيْنَ**) is related to the verb (**يَعْدِلُ**) .

EXERCISES

تمرينات

1. Complete the following nominal sentences with suitable predicates and indicate the case endings of these predicates:

- أ - الْقَاضِي فِي الْحُكْمِ .
 ب - الْبَرِيُّ سَعِيدٌ ، وَالْمُحَامِي هُمَا
 ج - الْقَضِيَّةُ عَلَى الْقَاضِي .
 د - الشُّهُودُ وَالْأَدْلَةُ

2. Complete the following verbal sentences with suitable subjects and indicate the case endings of these subjects:

- أ - اقْتَنَعَ بِبَرَاءَةِ الْمُتَّهِمِ .
 ب - دَافَعَ عَنِ الْمُتَّهِمِ .
 ج - هَلَّلَ مَسْرُوراً .

3. Indicate the kind of the underlined accusative in each of the following sentences:

- أ - دَافَعَ الْمُحَامِي طَالِباً الْبَرَاءَةَ .
 ب - دَافَعَ الْمُحَامِي مُدَّةً طَوِيلَةً .
 ج - اقْتَنَعَ الْقَاضِي اقْتِنَاعاً .
 د - غَادَرَ الْبَرِيُّ قَاعَةَ الْمَحْكَمَةِ .

4. Underline the prepositional phrase in each of the following sentences and indicate the genitive ending:

- أ - يُدَافِعُ الْمُحَامُونَ عَنِ الْمُتَّهِمِينَ .
 ب - اسْتَشْهَدَ الْمُحَامِي بِالشُّهُودِ .
 ج - يَغْدِلُ الْقَاضِي فِي الْحُكْمِ .
 د - حَكَّمَ الْقَاضِي بِالْبَرَاءَةِ .

5. Change the subject into a dual and make any necessary changes:

هَلَّلَ الْبَرَىءَ مَسْرُورًا .

6. Make the direct object a dual and then a sound masculine plural:

بَرَّ الْقَاضِيَ الْمُتَّهِمَ .

GLOSSARY
PART TWO

| Page | Meaning | Word | Letter | Page | Meaning | Word | Letter |
|------|--|--------------------|--------|------|-----------------------------|----------------|--------|
| ١١ | two ears | أُذُنَانِ | | ٥٢ | another | آخَرُ | ١ |
| ٤٤ | the land (of Egypt) | أَرْضُ (مِصْرَ) | | ٨٤ | verse | آيَةٌ | |
| ٧٦ | buzz | أَزِيرُ | | ٥٢ | ever | أَبَدًا | |
| ٧٣ | using it (masc.) | اسْتِخْدَامُهُ | | ٦٥ | Ibrahim | إِبْرَاهِيمُ | |
| ٨٣ | he called (the... witnesses) | اسْتَشْهَدَ | | ٤٥ | two directions (genitive) | اِتِّجَاهَيْنِ | |
| ٢٠ | it (masc.) managed to | اسْتَطَاعَ | | ٤٦ | foreign (fem.) | أَجْنِبِيَّةٌ | |
| ٥٨ | I am getting ready | أَسْتَعِدُّ | | ٦٥ | respect | إِحْتِرَامٌ | |
| ٤٦ | it (fem.) exploited it (fem.) | اسْتَغْلَتَهَا | | ٥٢ | one of them (dual) | أَحَدُهُمَا | |
| ٣٨ | he received | اسْتَقْبَلَ | | ١٨ | it (masc.) felt | أَحْسَ | |
| ٥٩ | (their female mates) received them (dual) | اسْتَقْبَلَتْهُمَا | | ٨٤ | judge(imperative) | أَحْكُمْ | |
| ٥٩ | (their mates) received them (dual), masc | اسْتَقْبَلَهُمَا | | ٦٥ | he chose | اخْتَارَ | |
| ٣١ | (the parents) woke up | اسْتَيْقَظَ | | ١٩ | I have erred | أَخْطَأْتُ | |
| ٣١ | it (fem.) woke up | اسْتَيْقَظَتْ | | ٧٢ | devotion | إِخْلَاصٌ | |
| ٣١ | families | أَسْرٌ | | ٧١ | thrift | إِدْخَارٌ | |
| ١١ | teeth | أَسْنَانٌ | | ٥٩ | he caught up with | أَذْرَكَ | |
| ١٨ | its (masc.) teeth | أَسْنَانُهُ | | ٣٧ | I invite | أَدْعُو | |
| ١ | It is morning | أَشْرَقَ الصُّبْحُ | | ٨٣ | proofs | أَدَلَّةٌ | |

(الكتاب الثاني ج ١ ٢ - انجليزية)

| Page | Meaning | Word | Letter | Page | Meaning | Word | Letter |
|------|--|--------------------------|--------|------|--------------------------|--------------------|--------|
| ٧٢ | sucking (to suck) | إِمْتَصَّصَ | | ٣٩ | she lit | أَشْمَعَلَتْ | |
| ٧٣ | hope | أَمَلُ | | ٢٥ | voices | أَصْوَاتُ | |
| ٤٦ | it (fem.) nationalized | أَمَمَتْ | | ٣٩ | he blew off | أَطْفَأَ | |
| ٣١ | it (masc.) has spread | إِنْتَشَرَ | | ١٨ | grass | أَعْشَابُ | |
| ٥٢ | it (masc.) went away | إِنْصَرَفَ | | ٦٥ | members | أَعْضَاءُ | |
| ٦٤ | (Nabil and Ashraf) joined | إِنْضَمَّ | | ٦٦ | work | أَعْمَالُ | |
| ١٢ | tunes | أَنْغَامُ | | ٣٢ | her work | أَعْمَالُهَا | |
| ٥٢ | that (conjunction) | إِنَّه | | ٣٢ | members | أَفْرَادُ | |
| ٤ | people | أَهْلُ | | ٦٥ | (the members) divided | إِفْتَسَمَ | |
| ٤٦ | its (fem.) people | أَهْلُهَا | | ٨٣ | he was convinced | إِفْتَنَعَ | |
| ٣٧ | I would like to | أَوْدُ | | ٧٢ | (wax) combs | أَقْرَاصُ | |
| ٨٣ | he presented | أَوْرَدَ | | ٣٩ | they ate | أَكَلُوا | |
| ٩ | descriptions | أَوْصَافُ | | ٢٠ | not | أَلَّا | |
| ١١ | protruding (fem. dual, nominative) | بَارِزَتَانِ | ب | ٣٨ | tunes | أَلْحَانُ | |
| ٧٦ | seas | بِحَارُ | | ٣٩ | games | أَلْيَابُ | |
| ٤٤ | the Red Sea | الْبَحْرُ الْأَحْمَرُ | | ٨٤ | God | أَلَلَّه | |
| ٤٥ | the Mediterranean Sea | الْبَحْرُ الْمُتَوَسِّطُ | | ٧٨ | forwards | (إِلَى) الْأَمَامِ | |
| ٤٥ | lakes | بُحَيْرَاتُ | | ١١ | fore (legs) (fem.) | أَمَامَيْتَانِ | |

| Page | Meaning | Word | Letter | Page | Meaning | Word | Letter |
|------|------------------------------|--------------|--------|------|---------------------------|----------------|--------|
| ٧٧ | flying | تَحْلِيْقُ | | ٤٦ | it (fem.) expended | بَذَلَتْ | |
| ٧٧ | they (fem.)render service | تَخْدُمُ | | ٨٣ | acquittance | بَرَاءَةٌ | |
| ٧٧ | they (fem.) ruin | تُخَرِّبُ | | ٨٤ | he acquitted | بَرَأَ | |
| ٧٢ | it (fem.) secretes | تُخْرِجُ | | ٨٤ | acquitted (noun) | بَرِيءٌ | |
| ٧٧ | destruction | تَخْرِيْبُ | | ٧٢ | its (fem.) abdomen | بَطْنُهَا | |
| ٧٣ | it (fem.) stores | تَخْزِنُ | | ٥٨ | yet | بَعْدُ | |
| ٧٨ | they (fem.) destroy | تُدْمِرُ | | ٥٢ | he remained | بَقِيَ | |
| ٧٨ | destruction | تَدْمِيْرُ | | ٤٥ | Port Said | بُورْ سَعِيْدُ | |
| ٤٥ | it (fem.) links | تَرْبِطُ | | ١٠ | owl | بُومَةٌ | |
| ٧٦ | it (fem.) goes up | تَرْتَفِعُ | | ٥٩ | between them (dual) | بَيْنَهُمَا | |
| ٥٢ | it (masc.) left him | تَرَكَهُ | | ٧٣ | their hives | بُيُوتُهُ | |
| ٥٩ | (the friends) raced | تَسَابَقَ | | ٤٥ | they (fem.) come | تَأْتِي | ت |
| ٣٢ | they (fem.) help | تُسَاعِدُ | | ١٨ | you (masc. sing.) dare | تَتَجَرَأُ | |
| ١٩ | you (masc.) forgive me | تُسَامِحْنِي | | ٣٣ | it (fem.) cooperates | تَتَعَاوَنُ | |
| ٢٦ | it (fem.) coos | تَسْجَعُ | | ٢٦ | it (fem.) talks | تَتَكَلَّمُ | |
| ٧٢ | it (fem.) falls | تَسْقُطُ | | ٧١ | it (fem.) consists | تَتَكَوَّنُ | |
| ٧١ | it (fem.) is known for | تَشْتَهَرُ | | ٣٢ | she milks | تُحَلَبُ | |
| ٥١ | you (masc.) | تُصَاحِبُ | | ٧٧ | it (fem.) flies | تُحَلِقُ | |

| Page | Meaning | Word | Letter | Page | Meaning | Word | Letter |
|------|--|------------|--------|------|---------------------------------|-------------|--------|
| ٤٥ | it (fem.) ends | تَنْتَهِي | ث | ٧٦ | it (fem.) folds | تَطْوِي | |
| ٣٢ | she cleans | تَنْظِفُ | | ٦٦ | (the members) got acquainted | تَعَارَفَ | |
| ٦٥ | cleaning (to clean) | تَنْظِيفٌ | | ٨٤ | may He be exalted | تَعَالَى | |
| ٧٧ | they (fem.) carry | تَنْقُلُ | | ٧١ | cooperation | تَعَاوُنٌ | |
| ٧٧ | it (fem.) lands | تَهْبِطُ | | ٤٥ | they (fem.) cross it (fem.) | تَعْبُرُهَا | |
| ٧٧ | they (fem.) demolish | تَهْدِمُ | | ٣٢ | she prepares | تَعْدُ | |
| ٧٢ | it (fem.) performs | تُودِي | | ٧٢ | it (fem.) returns | تَعُودُ | |
| ٤٥ | they (fem.) save (time and money) | تُوقِرُ | | ٧١ | it (fem.) lives | تَعِيشُ | |
| ٧٦ | it (fem.) buzzes | تَنْزُ | ج | ٧٨ | progress | تَقْدَمُ | |
| ١١ | snake | ثُعْبَانٌ | | ٧٧ | they (fem.) shorten | تُقَرِّبُ | |
| ٣٨ | it (masc.) has come | جَاءَ | | ٧٢ | it (fem.) spends | تَقْضِي | |
| ١٠ | (birds) of prey (masc. dual, nominative) | جَارِحَانِ | | ١١ | it (fem.) jumps | تَقْفِرُ | |
| ٧٣ | mountains | جِبَالٌ | | ٢٧ | it (fem.) clucks | تَقُوقُ | |
| ١٧ | hole | جُحْرٌ | | ٢٥ | it (fem.) has spoken | تَكَلَّمَتْ | |
| ٣ | worthy (masc.pl. nominative) | جَدِيرُونَ | | ٧٣ | it (fem.) stings | تَلْسَعُ | |
| ٥٧ | she ran | جَرَتْ | | ٧٢ | they (fem.) fertilize | تَلْقِحُ | |
| ١٨ | it (masc.) ran | جَرَى | | ٤٥ | it (fem.) passes (through) | تَمُرُ | |
| ٦٥ | fetching (to fetch) | جَلَبُ | | ٢٦ | it (fem.) mews | تَمُوءُ | |

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| ٤٦ | (the Egyptians) dug | حَفَرَ | | ٧٧ | great (fem. sing.) | جَلِيلَةٌ | |
| ٤٦ | its (fem.) digging | حَفْرُهَا | | ٣٣ | all | جَمِيعٌ | |
| ٧٢ | preserving (to preserve) | حَفِظَ | | ٤٦ | effort | جُهْدٌ | |
| ٣٧ | party | حَفْلَةٌ | | ٦٦ | near them | بِ (جَوَارِهِمْ) | |
| ٨٤ | he judged | حَكَمَ | | ٧٣ | need (noun) | حَاجَةٌ | ح |
| ٨٢ | judgement | حُكْمٌ | | ١٠ | sharp | حَادٌ | |
| ٨٤ | thou judgest | حَكَمْتَ | | ٦٥ | the two guards (nominative) (of the camp) | حَارِسَا (الْمُعَسَّكِرِ) | |
| ٥١ | he carried | حَمَلَ | | ٣٩ | guests (masc. pl. accusative) | حَاضِرِينَ | |
| ٥٧ | pool | حَوْضٌ | | ٥٨ | edge | حَافَةٌ | |
| ٥٢ | around him | حَوْلَهُ | | ٢٠ | ropes | حَبَالٌ | |
| ١٠ | free (from feathers) (masc. dual, nominative) | خَالِيَانِ | خ | ٧٣ | grains | حَبُوبٌ | |
| ١٨ | frightened (masc. sing.) | خَائِفٌ | | ٧٣ | the pollen | حُبُوبُ اللَّقَاحِ | |
| ٧٧ | service | خِدْمَةٌ | | ٥١ | until | حَتَّى | |
| ٥٩ | they (dual) came out | خَرَجَا | | ٧٢ | gardens | حَدَائِقُ | |
| ٢٠ | getting out | خُرُوجٌ | | ٧٧ | war | حَرْبٌ | |
| ٦٤ | elocution | خَطَابَةٌ | | ٧١ | insect | حَشْرَةٌ | |
| ١٠ | bat | خُفَّاشٌ | | ٢ | harvest | حَصَادٌ | |
| ٧٣ | hives | خَلَايَا | | ٦٥ | wood (for fire) | حَطَبٌ | |

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| ٧٦ | you (masc. sing.) saw it (fem.) | رَأَيْتَهَا | | ١١ | hind (legs) (fem. dual, nominative) | خَلْفَيْتَانِ | |
| ١٩ | perhaps | رُبَّمَا | | ٧٢ | hive | خَلِيَّةٌ | |
| ٩ | (two) legs (nominative) | رِجْلَانِ | | ٧٣ | its (fem.) hive | خَلِيَّتُهَا | |
| ٧٢ | their (fem.) nectar | رَحِيقُهَا | | ٨٣ | fear | خَوْفٌ | |
| ١٩ | I (might) return | (رُبَّمَا) رَدَدْتُ | | ٦٥ | tents | خِيَامٌ | |
| ٢ | income | رِزْقٌ | | ٤ | welfare | خَيْرٌ | |
| ١٨ | terror | رُعْبٌ | | ٥٢ | it (masc.) went around | دَارَ | د |
| ٧٢ | wish | رَغْبَةٌ | | ٨٣ | he defended | دَافَعَ | |
| ٥٧ | she lifted | رَفَعَتْ | | ٣ | going on (fem. sing.) | دَائِبَةٌ | |
| ١١ | neck | رَقَبَةٌ | | ٢٧ | hen | دَجَاجَةٌ | |
| ٧٦ | you (masc. sing.) have been in (you rode) | رَكَبْتَ | | ٧٣ | defence | دِفَاعٌ | |
| ٥٧ | its ringing | رَنِينُهُ | | ٣٨ | he invited (masc.) | دَعَا | |
| ٦٥ | superiors | رُؤَسَاءُ | | ٥٧ | it (masc.) rang | دَقَّ | |
| ١٠ | feathers | رِيشٌ | | ٢٧ | you (masc. sing.) have mentioned them | ذَكَرْتَهَا | ذ |
| ٣٧ | classmates | زُمَلَاءُ | ز | ٧١ | drones | ذُكُورٌ | |
| ٥٩ | female classmates | زَمِيلَاتٌ | | ٢ | gold | ذَهَبٌ | |
| ٢ | flowers | زَهْرَاتٌ | | ١١ | (two) heads (nominative) | رَأْسَانِ | ر |
| ٣١ | wives | زَوَاجَاتٌ | | | | | |

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| ٢ | silence | سُكُونٌ | | ٩ | boat | زَوْقٌ | |
| ٥١ | his weapon | سِلَاحُهُ | | ١٩ | roar (of a lion) | زَيْيرٌ | |
| ٧٧ | safety | سَلَامٌ | | ٥١ | it (masc.) walked | سَارَ | س |
| ٧٧ | peace | سِلْمٌ | | ١١ | poisonous (masc. dual, nominative) | سَامَانٌ | هـ |
| ٧٦ | you (masc. sing.) have heard it (fem.) | سَمِعْتَهَا | | ٥٨ | I will call him | سَأْتَدِيهِ | |
| ١١ | easiness | سُهُولَةٌ | | ٥٧ | swimming | سِبَاحَةٌ | |
| ٨٤ | Sura(h) (Chapter of Koran) | سُورَةٌ | | ٥٨ | (two) swimmers (masc. dual, nominative) | سِبَاحَانِ | |
| ٤٤ | Suez | السُّوَيْسُ | | ٥٩ | race | سِبَاقٌ | |
| ٤٦ | it (fem.) dominated | سَيَّطَرَتْ | | ٥٩ | he swam | سَبَحَ | |
| ٢ | prevalent (masc. sing.) | شَامِلٌ | ش | ٥٩ | he was ahead of | سَبَقَ | |
| ١٩ | nets | شِبَاكٌ | | ٧٢ | hexagonal | سُدَّاسِيَّةٌ | |
| ٢ | similar (masc. sing.) | شَبِيهٌ | | ٣٣ | pleasure | سُرُورٌ | |
| ٥٢ | courageous (masc. sing.) | شَجَاعٌ | | ٣ | happiness | سَعَادَةٌ | |
| ٧١ | courage | شَجَاعَةٌ | | ٧٢ | working hard | سَعَى | |
| ٥٢ | his courage | شَجَاعَتُهُ | | ٨٤ | happy (masc. dual, nominative) | سَعِيدَانِ | |
| ٧٧ | evil | شَرٌّ | | ٨٤ | happy (masc. dual, accusative) | سَعِيدَيْنِ | |
| ٣٩ | they drank | شَرَبُوا | | ٤٥ | ships | سُفُنٌ | |
| ٤٦ | company | شَرِكَةٌ | | ١٨ | it (masc.) fell down | سَقَطَ | |

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| ٩ | weak (masc. dual, nominative) | ضَعِيفَانِ | | ١٨ | its (masc.) hair | شَعْرُهُ | |
| ١١ | frog | ضِفْدَعَةٌ | | ٢٠ | it (masc. sing.) thanked | شَكَرَ | |
| ٦٥ | obedience | طَاعَةٌ | ط | ٧٢ | wax | شَمْعٌ | |
| ١٠ | birds (masc. dual, nominative) | طَائِرَانِ | | ٣٩ | candles | شَمْعَاتُ | |
| ٦٥ | the cooks (masc. pl., nominative) (of the camp) | طَبَاخُوا الْمَعَسَكِ | | ٨٣ | witnesses | شُهَدَاءُ | |
| ٣ | streets | طُرُقَاتُ | | ٥٩ | his friend | صَاحِبُهُ | ص |
| ٧٣ | desire (noun) | طَمَعٌ | | ٨٤ | qualified (masc. pl., nominative) | صَالِحُونَ | |
| ١١ | long (fem. dual, nominative) | طَوِيلَتَانِ | | ٣ | morning | صَبْحٌ | |
| ٧٦ | folding | طَيٌّ | | ١٨ | it (masc. sing.) woke up | صَحَا | |
| ٩ | birds | طَيْرٌ | | ٦٥ | desert | صَحْرَاءُ | |
| ١٠ | flying | طَيْرَانٌ | | ٥٢ | he climbed up | صَعَدَ | |
| ١٨ | it (masc.) thought | ظَنٌّ | ظ | ٢٠ | its (masc.) smallness | صِغَرُهُ | |
| ٨٢ | fair (masc. sing.) | عَادِلٌ | ع | ٧٣ | industries | صِنَاعَاتُ | |
| ٨٢ | fair (masc. pl., nominative) | عَادِلُونَ | | ٥٧ | his voice | صَوْتُهُ | |
| ١٧ | it (masc.) lived | عَاشَ | | ١٩ | hunter | صَيَّادٌ | |
| ١٢ | lovers (masc. dual, nominative) | عَاشِقَانِ | | ٥١ | hunting | صَيْدٌ | |
| ٤٦ | year | عَامٌ | | ٥٩ | it (fem.) narrowed | ضَاقَتْ | ض |
| | | | | ١٩ | it (masc.) laughed. | ضَحِكَ | |

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| ٧٧ | villages | الْقُرَى | | ٦٥ | poor (broken plural) | فُقَرَاءُ | |
| ٨٤ | justice | قِسْطٌ | | ٣٨ | idea | فِكْرَةٌ | |
| ٣٩ | they narrated | قَصَوْا | | ١ | (women) farmers (fem.pl.) | فَلَّاحَاتُ | |
| ١٠ | short (fem. dual, nominative) | قَصِيرَتَانِ | | ٣١ | farmers (masc. pl., genitive) | فَلَّاحِينَ | |
| ٨٢ | judges (broken plural) | قُضَاةٌ | | ٥٢ | immediately | فَوْرًا | |
| ٦٦ | they spent | قَضَوْا | | ٢ | coming (masc. sing.) | قَادِمٌ | ف |
| ٨٣ | case | قَضِيَّةٌ | | ٤ | coming (fem.) | قَادِمَةٌ | |
| ٢٥ | a cat | قِطَّةٌ | | ٤ | coming (masc. pl.; nominative) | قَادِمُونَ | |
| ٢٥ | his cat | قِطَّتُهُ | | ٣ | going (fem. pl.) | قَاصِدَاتُ | |
| ٢٥ | my cat | قِطَّتِي | | ٣ | going (masc. pl., nominative) | قَاصِدُونَ | |
| ٥٨ | (the two friends) jumped | قَفَزَ | | ٨٢ | the judge | الْقَاضِي | |
| ٧٨ | step (jump) | قَفْزَةٌ | | ١١ | leaping (masc. dual, nominative) | قَافِزَانِ | |
| ١١ | kangaroo | قَنْعَرٌ | | ٣٢ | she did | قَامَتْ بِـ | |
| ٧٢ | food | قُوْتُ | | ٨٣ | law | قَانُونٌ | |
| ١٠ | strong (masc. dual, nominative) | قَوِيَّانِ | | ٣٩ | he presented | قَدَّمَ | |
| ١٠ | strong (fem. dual, nominative) | قَوِيَّتَانِ | | ٥٨ | old (masc. dual, nominative) | قَدِيمَانِ | |
| ٦٥ | grown-ups | كِبَارٌ | ك | ٣٧ | it (masc.) is approaching | قَرُبَ | |
| ١١ | big (fem. dual, nominative) | كَبِيرَتَانِ | | ٤٦ | century | قَرْنٌ | |

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| ٤٤ | Egypt | مِصْرٌ | | ١٨ | frightening (masc. sing.) | مُخِيفٌ | |
| ٤٦ | Egyptians (masc. pl., nominative) | مِصْرِيُّونَ | | ٣٨ | guests (masc. accusative) | مَدْعُوْنَ | |
| ٤٦ | Egyptians (masc. pl., genitive) | مِصْرِيِّينَ | | ٤٥ | the Bitter (Lakes) | (الْبَحِيرَاتُ) الْمُرَّةُ | |
| ٥٩ | applauding (fem. pl.) | مُصَفِّقَاتٌ | | | fields (broken plural) | مَزَارِعُ | |
| ٥٩ | applauding (masc. pl., accusative) | مُصَفِّقِينَ | | ٢ | | | |
| ٤٦ | its (fem.) awn benefit | مُضْلِحَتُهَا | | ٣ | crowded (fem.) | مُزْدَحِمَةٌ | |
| ٥٩ | double (masc. sing.) | مُضَاعَفٌ | | ٢٠ | advantage | مُزِيَّةٌ | |
| ٨٣ | (is) put to (fem.) | مَقْرُوضَةٌ عَلَى | | ٦٥ | helping | مُسَاعِدَةٌ | |
| ٦٥ | camp | مُحَسَّكْرٌ | | ٥٩ | distance | مَسَافَةٌ | |
| ٦٦ | two camps (genitive) | مُحَسَّكْرَيْنِ | | ٧٧ | distances | مَسَافَاتٌ | |
| ٣٣ | with them (dual) | مَعَهُمَا | | ٧٧ | passengers (masc. pl., accusative) | مُسَافِرِينَ | |
| ١٩ | power | مَقْدَرَةٌ | | ٢ | dwellings (broken plural) | مَسَاكِنُ | |
| ٨٤ | just (masc. pl. accusative) | مُقْسِطِينَ | | ٧٣ | peace-loving (fem.) | مُسَالِمَةٌ | |
| ٣ | offices (broken plural) | مَكَاتِبُ | | ٢٠ | quick (masc. sing.) | مُسْرِعٌ | |
| ٥٢ | his place | مَكَانُهُ | | ٥٧ | quick (fem. sing.) | مُسْرِعَةٌ | |
| ٨٣ | file | مَلَفٌ | | ٥٨ | quick (masc. dual, accusative) | مُسْرِعَيْنِ | |
| ١٨ | king | مَلِكٌ | | ٢ | happy (fem. pl.) | مُسْرُورَاتٌ | |
| ٧١ | queen | مَلِكَةٌ | | ٣٩ | amusing (fem.) | مُسْلِيَةٌ | |
| | | | | ٦٥ | supervisor | مُشْرِفٌ | |

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| ٣٢ | he gets ready | يَسْتَعِدُّ | | ٨٤ | he rejoiced | هَلَّلَ | |
| ٣٣ | he waters | يَسْقِي | | ١٨ | rage | هَبَاجٌ | |
| ٦٦ | they have fun | يَسْمُرُونَ | | ٧٢ | its (fem.) duty | وَاجِبُهَا | |
| ٢٦ | it (masc.) chirps | يُسْقِشِقُ | | ٥٧ | clear(masc. sing.) | وَاضِحٌ | |
| ٥٢ | it (masc.) sniffs at him | يَسْمُهُ | | ٣٨ | he agreed | وَأَفَقَ | |
| ٢٦ | it(masc.) whistles | يَصْفِرُ | | ١٨ | beasts (broken plural) | وُحُوشٌ | |
| ٢٦ | it (masc.) neighs | يَضْهَلُ | | ٤٥ | time | وَقْتُ | |
| ٢٧ | it (masc.) crows | يَصْبِحُ | | ١٩ | it (masc.) fell | وَقَعَ | |
| ٨٢ | he judges fairly | يَعْدِلُ | | ١٧ | it (masc.) looks for | يَبْحَثُ | ي |
| ٣١ | (the farmers) work | يَعْمَلُ | | ٧٣ | (the bees) build | يَبْنِي | |
| ٢٦ | it (masc.) howls | يَعْوِي | | ٣٣ | (all of them) cooperate | يَتَعَاوَنُ | |
| ٧٣ | he gets near | يَقْتَرِبُ | | ٨٢ | he judges | يَحْكُمُ | |
| ٢٥ | it (masc.) gnaws | يَقْرِضُ | | ٨٣ | he defends | يُدَافِعُ | |
| ١٨ | it (masc.) gnaws at it (fem.) | يَقْرِضُهَا | | ٧٣ | (people) breed | يُرَبِّي | |
| ٧٣ | (the bees) pollinate | يَلْقَحُ | | ٣٣ | he looks after | يَرْعَى | |
| ٢٦ | it (masc.) barks | يَنْبَحُ | | ١٩ | (the lion) roars | يَزَارُ | |
| ٢٧ | it (masc.) jars | يَنْعَقُ | | ١٩ | he helps | يُسَاعِدُ | |
| ٢٦ | it (masc.) brays | يَنْهَقُ | | ٥١ | they (dual) rest | يَسْتَرِيحَانِ | |
| ٤٦ | July | يُولِيُو | | ١٩ | it (masc.) could (not) | (لَمْ) يَسْتَطِيعَ | |

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| ٣٢ | his (masc.) work | عَمَلُهُ | | ٧٧ | inhabited (fem.) | عَامِرَةٌ | |
| ١٩ | (I have forgiven) you | (عَفَوْتُ) عَنْكَ | | ٣ | hardworking people (masc. pl., nominative) | عَامِلُونَ | |
| ١١ | (two eyes) (nominative) | عَيْنَانِ | | ٨٢ | fairness, justice | عَدْلٌ | |
| ٧٢ | cells | عُيُونٌ | | ٢٧ | you (masc. sing.) have known | عَرَفْتَ | |
| ٨٤ | they both left | غَادَرَا | غ | ٢٠ | I have known | عَرَفْتُ | |
| ١٧ | its (masc.) food | غِذَاوُهُ | | ١٧ | den (of a lion) | عَرِينٌ | |
| ٣٨ | room | غُرْفَةٌ | | ١٧ | its (masc.) den | عَرِيْنُهُ | |
| ٧٨ | invasion | غَزْوٌ | | ٦٥ | (the troop) encamped | عَسْكَرُ (الْفَرِيقِ) | |
| ٢ | branches | غُصُونٌ | | ٧٢ | honey | عَسَلٌ | |
| ١١ | mouse | فَأْرٌ | ف | ٥٨ | two members (nominative) | عُضْوَانِ | |
| ٥٢ | suddenly | فَجْأَةً | | ٦٥ | two members (accusative) | عُضْوَيْنِ | |
| ٦٦ | (the troops) finished | فَرَغَ | | ٧٧ | great (fem.) | عَظِيمَةٌ | |
| ٦٤ | teams | فِرَقٌ | | ١٩ | forgiveness | عَفْوٌ | |
| ٧٨ | space | فَضَاءٌ | | ١٩ | I have forgiven | عَفَوْتُ | |
| ٣٩ | cakes | فَطَائِرٌ | | ٩ | you (masc. sing.) have learnt | عَلِمْتَ | |
| ٣٢ | breakfast | فُطُورٌ | | ٦٥ | Aly | عَلَى | |
| ٤٦ | it (fem.) lost | فَقَدَتْ | | ٢ | fresh (masc. sing.) | عَلِيلٌ | |
| | | | | ٥٢ | on to them (dual) | عَلَيْهِمَا | |

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|------|---|------------------|--------|------|--|----------------|--------|
| 11 | similar (masc. dual, nominative) | مُتَشَابِهَانِ | | 51 | his shoulder | كَتِفُهُ | |
| 10 | similar (fem. dual, nominative) | مُتَشَابِهَتَانِ | | 51 | liar (masc. sing.) | كَذَّابٌ | |
| 52 | pretending (masc. sing.) | مُتَظَاهِرٌ | | 64 | boyscouts | كَشَافَةٌ | |
| 31 | cooperating(fem.) | مُتَعَاوِنَةٌ | | 18 | its (masc.) mane | لِبْدَتُهُ | ل |
| 12 | similar (agree with each other) (masc. dual, nominative) | مُتَّفِقَانِ | | 39 | they played | لَعِبُوا | |
| 59 | advancing (masc. sing.) | مُتَقَدِّمٌ | | 73 | fertilization | لِقَاحٌ | |
| 57 | speaker (masc. sing.) | مُتَكَلِّمٌ | | 10 | but it (masc.) | (و) لَكِنَّهُ | |
| 10 | similar (masc. dual) | مُتَمَاثِلَانِ | | 73 | but it (fem.) | (و) لَكِنَّهَا | |
| 2 | swaying (fem.) | مُتَمَايِلَةٌ | | 37 | to it (fem.) | لَهَا | |
| 83 | accused (masc. sing.) | مُتَّهِمٌ | | 2 | pearls | لُؤْلُؤٌ | |
| 83 | accused (masc. dual, genitive) | مُتَّهِمَيْنِ | | 27 | it (fem.) mewed | مَاءَتٌ | م |
| 2 | near (fem.) | مُجَاوِرَةٌ | | 33 | cattle | مَاشِيَةٌ | |
| 9 | (two) oars (nominative) | مِجْدَافَانِ | | 45 | money | مَالٌ | |
| 4 | hard-working (masc. pl., nominative) | مُجِدِّونَ | | 58 | skilful (masc. dual, nominative) | مَاهِرَانِ | |
| 83 | the lawyer | اَلْمُحَامِي | | 10 | water (birds) (masc. dual, nominative) | مَائِيَانِ | |
| 65 | needy (masc. pl., accusative) | مُحْتَاجِينَ | | 65 | principles | مَبَادِي | |
| 84 | law court | مَحْكَمَةٌ | | 2 | early(masc. sing.) | مُبَكَّرٌ | |
| 10 | claws (broken plural) | مَخَالِبٌ | | 58 | ready (masc. dual, accusative) | مُتَاهِبَيْنِ | |

| Page | Meaning | Word | Letter | Page | Meaning | Word | Letter |
|------|--------------------------------------|---------------|--------|------|-----------------------------------|--------------|--------|
| ٧١ | bee | نَحْلَةٌ | | ٧٢ | queens (fem. pl.) | مَلَكَاتُ | |
| ٢ | dew | الندى | | ٦٦ | pleasant (fem.) | مُتَعَةٍ | |
| ٢ | breeze | نسيم | | ٧٢ | regular (fem.) | مُنْتَظِمَةٌ | |
| ٧٢ | activity | نشاط | | ١٠ | beak | مِنْقَارُ | |
| ١ | energetic (masc. pl., nominative) | نَشِيطُونَ | | ٥١ | of them (dual) | مِنْهُمَا | |
| ٥٣ | it (masc.) advised me | نَصَحَنِي | | ٣٢ | of them (pl.) | مِنْهُمْ | |
| ٤٥ | blessing | نِعْمَةٌ | | ٥٢ | death | مَوْتُ | |
| ٧٣ | itself (fem. sing.) | نَفْسُهَا | | ٢ | season | مَوْسِمٌ | |
| ١٨ | it (masc. sing.) shook | نَفَضَ | | ٣ | women employees (fem. pl.) | مُوظَّفَاتُ | |
| ٦٦ | carrying (to carry) | نَقَلَ | | ٣ | employees (masc. pl., nominative) | مُوظَّفُونَ | |
| ٥٩ | end | نَهَابَةٌ | | ١٨ | situation | مَوْقِفٌ | |
| ٣٩ | anecdotes (broken plural) | نَوَادِرُ | | ٥٢ | dead animal | مَيْتَةٌ | |
| ٥٧ | his sleep | نَوْمُهُ | | ٣٧ | birth | مِيلَادُ | |
| ١٨ | raging (masc. sing.) | هَائِجٌ | هـ | ٣٧ | my birth | مِيلَادِي | |
| ١ | (the farmers) woke up | هَبَّ | | ٤٤ | port | مِينَاءُ | |
| ١ | (the women farmers) woke up | هَبَّتْ | | ٥٧ | club | النَّادِي | ن |
| ٤٠ | presents, gifts (broken plural) | هَدَايَا | | ٦٦ | fire | نَارٌ | |
| ٧٧ | demolishing | هَدَمَ | | ٧٣ | useful (fem.) | نَافِعَةٌ | |
| ٤٠ | two presents (fem. dual, accusative) | هَدِيَّتَيْنِ | | ٣١ | sleepers (masc. pl., nominative) | نَائِمُونَ | |
| ١٩ | escape | هَرَبَ | | ٢٠ | we despise | نَخْتَفِرُ | |

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